

**IMPROVING STUDENTS' INVOLVEMENT IN ENGLISH CLASS BY
USING INTERACTION-BASED ACTIVITIES IN THE THIRD GRADE
OF SD NEGERI SLEMAN 4, IN THE ACADEMIC YEAR OF 2013/ 2014**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Language Education**



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2014**

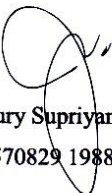
APPROVAL PAGE

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A Thesis



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A Thesis





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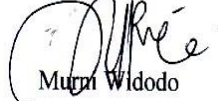
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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DEDICATIONS

*This thesis is fully dedicated to:
my beloved mother, Dasmilah
and
my beloved father, Suparjo*

MOTTOS

“Bismillahirrahmanirrahim”



“...Indeed, Allah will not change the condition of a people until they change what is in themselves...”

(QS. Ar Ra'd: 11)

“Work for your afterlife as if you will die tomorrow, and work for this life as if you will live forever.”

(HR. Baihaqi)

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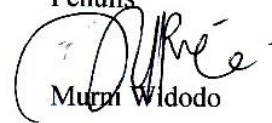
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Finally I hope that this thesis will be useful for readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, 24 Januari 2014

Penulis

A handwritten signature in black ink, appearing to read 'Murni', is written over the printed name.

Murni Widodo

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ABSTRACT

The research is aimed at improving the students' involvement in English class in the third grade of SD N Sleman 4, in the academic year of 2013/ 2014 by using interaction-based activities.

The research was classified as action research. It was done in two cycles. Each cycle consisted of three meetings. Each cycle applied interaction-based activities accompanied by other actions such as using classroom English, using media, maximizing group work and pair work, and giving appreciation and rewards. The research was done with the participation of 29 students of grade III and the English teacher. The research was done through some steps including reconnaissance, planning, action and observation, and reflection. The data obtained during the research was qualitative data. The qualitative data were collected through observation and interview. Interview guidelines and observation guidelines were used as the instruments. The data were in the form of field notes and interview transcript. The validity of the data was obtained by applying the democratic validity, process validity, outcome validity, catalytic validity, and dialogic validity.

The result of the research showed that the use of interaction-based activities successfully improved the students' involvement. They became more active in the class activities. They enthusiastically joined the teaching and learning activities and did the tasks well. The students also made a good improvement in some aspects such as motivation and confidence. They spoke English without much encouragement. Moreover, they answered the questions in English without being afraid of making mistakes.

CHAPTER I

INTRODUCTION

A. Background of the Study

In SBC (School Based Curriculum), English was regarded as a local subject which should be taught in elementary school. The school curriculum has been modified and improved for many times to create better learning opportunities for Indonesians. For about seven years, the government had considered School Based Curriculum as the one that should be followed by Indonesian schools. Due to the rapid development of the modern era, SBC had been judged to be less practical because it included too many school subjects for the students. Therefore the government proposed Curriculum 2013 to replace SBC. The new curriculum reduces the number of subjects that the students have to study. However, the main difference between the two curriculums is that English is no longer taught in the primary school as a local subject.

English may not be included in the subjects to be taught in primary school but it does not mean that children no longer need to learn English. Starting the language learning in the young age is beneficial for the children. Chomsky (1959) in Bewster, et al. (2002) believes that all children are born with LAD (Language Acquisition Device). It functions as a tool to gain or learn a language and how children learn a language. LAD develops when the children are at the age of infant until childhood. Nevertheless, LAD has low development as long as the children grow up. It can still be functioned but the improvement is not as much as when

they were in childhood. Considering the benefits that the children can get, some primary schools still include English as subject to be taught. English subject is considered as an extracurricular subject.

Teaching English in primary school is different from teaching English in higher level. The primary school students are young learners who have different characteristics from adults. They cannot be treated in the same way. It is necessary for English teachers in primary school to know the characteristics of the young learners in order to make teaching and learning process more effective. The main difference between young learners and adults is on their attention span. Children's attention span is usually shorter than that of adult. Unlike adults', children's attention span can be shortened when they are involved in activities that they find boring, useless and complicated (Brown, 2001:88). To make them get involved more on the teaching and learning process, the teacher should be able to maintain the students' attention and motivation.

The aim of teaching and learning process in primary school is to reach an improvement in learning achievement. The participation of both teachers as educators and children as the learners are needed in the learning process. In other words, the teacher and the children need to get involved in the teaching and learning process. The children are expected not only to listen to the teacher, but also to actively participate on the activities supporting their learning process such as reading, discussing, working in group, playing game and/or doing the task so that they can be more physically and mentally involved.

In the language learning, the involvement of the children determines the intensity of their competence development. Children's involvement can be defined as the essence of a teaching learning process so that without it a learning process will lose its main function. The quality and quantity of children's involvement will influence the achievement of the competence. The higher the children's involvement level, the better the learning achievement will be.

SD Negeri Sleman 4 is one of Elementary School in Yogyakarta. The school has not implemented curriculum 2013 yet. In the school, English is still regarded as intracurricular which is taught to all grades starting from grade I to grade VI. An observation was done in English teaching and learning process in the third grade. Based on the observation, problem was found related to the lack of students' involvement. During the teaching and learning process, children were not involved in the class activities. They were passive. When the teacher asked some questions related to the topic, only some children responded to it. Most of the children were busy with themselves and made noise when the teacher was explaining. They also did not do the tasks given by the teacher seriously. The teacher was the one who talked a lot during the process of teaching and learning.

The lack of involvement in the teaching and learning process influenced the students' achievement of competence. To attain the higher level of competence, the key effort is improving the students' involvement in the teaching and learning process. Therefore, the action research was used as an effort to improve the

students' involvement by using interaction-based activities in the grade III of SD Negeri Sleman 4.

B. Identification of the Problems

To identify the problem, the researcher observed the process of teaching and learning in grade III of SD Negeri Sleman 4. She also interviewed the English teacher. From the classroom observation and interview, some problems related to the lack of involvement of the children were identified.

First, children had low motivation in learning English. It could be seen from their behaviours in the class. During the teaching and learning process, the children did some activities which were not necessary. They talked to each other about things that were not related to the topics. Some children were busy with their own activities like drawing pictures, chatting, and sleeping. At times, some of the children walked around and disturbed the other students. In the class activities, they were passive. They ignored the teacher and made noise. Only some students listened to the teacher.

Second, the teacher used the same technique for different topics. The teacher began the lesson by introducing vocabularies related to certain topics by reading it first and asking the students to repeat after her. Only some students repeated what the teacher said. Some students kept making noise and ignored the teacher. The teacher only warned the students sometimes. She often ignored the students who made noise and kept talking. The lesson was continued by asking the students to do the tasks provided in the textbook. Some students seemed to get difficulties in doing the tasks but they did not ask more explanations to the teacher. They

ignored the tasks and kept making noise. There were only some children who did the tasks seriously. The teaching and learning process seemed to be boring and made the students demotivated.

Third, the students seemed not interested to the learning activities that the teacher gave. The activities were always taken from the text book (*Lembar Kerja Siswa*). The teacher admitted that the tasks were too difficult for the children. She tried to help the children by translating the text. Each child had one textbook. Some of them forgot to bring the textbook to the class while some other refused to share it. The children who did not bring the textbook refused to do the tasks.

Some of the students of grade III still got difficulties in reading and understanding texts although they were written in their first language. It seemed that the students were still in the process of developing their ability of literacy. This problem affected their ability in doing some tasks especially in the written form. The tasks which were provided in the textbook were not appropriate for the students since they contained too long texts.

The last problem was that the teacher rarely used any interesting media to support the teaching and learning process. She still got difficulties in developing media which could be used in teaching.

C. Delimitation of the Problems

From the identification of the problem above, it can be seen that the involvement of the students of grade III in SD Negeri Sleman 4 in English teaching and learning process was still low. The lack of involvement of the

children was influenced by students, teacher, materials, and media. It would be impossible to investigate all of those problems due to the wider discussion and also the limited time that the researcher had to finish the research. That is why the research was focused on finding how interaction-based activities improve the lack of the students' involvement in grade III of SD Negeri Sleman 4 in English class.

The research was conducted in grade III of SD Negeri Sleman 4 in the first semester of the academic year of 2013/ 2014. Related to the action, interaction-based activities were chosen since the technique opens a wider opportunity for the students to get involved on the learning and teaching process. The activities could provide more chances for the students to interact with others by listening, talking, and negotiating meaning in shared contexts with others.

D. Formulation of the Problem

The research is based on question “How can the involvement of the third grade students of SD Negeri Sleman 4 in English class be improved through the use of interaction-based activities?”

E. Objective of the Study

The objective of the research is to improve the involvement in English class of the third grade students of SD Negeri Sleman 4 in the academic year of 2013/ 2014 by using interaction-based activities.

F. Significances of the Study

The significances of the research are:

1. For English teachers

The result of the research is expected to help the teachers, especially English teachers in SD Negeri Sleman 4 to deal with the problems that commonly appear on the class, the lack of involvement of the students.

2. For the school principals of primary schools

The result of the research is expected to become good inputs for implementing the same technique in the other relevant subjects

3. For other researchers

For the researchers who are interested to conduct a research study in the same area, the result of the research is expected to be a beneficial reference related to the topic of the lack of students' involvement and the use of interaction-based activities

4. For material developers

Especially the material writer of textbook for primary schools, the results of the research are expected to be beneficial references in writing textbooks which are more interesting and provide more interactive activities for young learners.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Teaching English to Children

There are some advantages that the children can get if they start to learn foreign languages in the early age. The main factor in building foreign language proficiency is the amount of time spent for learning language (Curtain and Dahlberg, 2004). It means that when language learning is begun earlier, it can go on longer and provide more practice and experience leading ultimately to greater fluency and effectiveness. Sir Francis Galton (1979, in Ericson, 2009:11) believes that performance improvements are rapid only in the start of initial training and that subsequent increases become smaller, until the performance reaches a plateau. According to Ericson (2009), more experience in learning will make the mistakes which appear become rare, performance appears smoother, and learners no longer need to concentrate as hard to perform the task. Introducing English to young learners were one way to add the amount of time for the students to deal with the language. Starting the language learning for children as young as possible will help them to succeed in mastering the language.

Learning foreign language in early age is also beneficial for children's pronunciation. According to Garcia-Sierra, et al. (2011), as children get older, it is harder to pick up additional languages with native- like pronunciation. Children

who learn a foreign language when they are very young have a much better chance of not having a “foreign” accent when speaking another language.

In teaching English for children, the activities can be designed as fun as possible using children’s nursery rhymes, song, puppets, storytelling and games. The young learners will enjoy the learning. They will pick up a new language while having fun. Learning foreign language in young age also help children to accept the fact that bilingualism and multilingualism are normal in our world. Speaking more than one languages is an element of belonging to global society.

In brief, there are so many advantages from learning foreign language in the early age. English may no longer be taught as intracurricular subject when curriculum 2013 is implemented, but it does not mean that it has to be removed from the subjects taught in the primary school. Considering the benefits that the children can get, it is better for the school to include English as extracurricular subject. The quality of teaching and learning process should also be developed and improved so the children can gain knowledge of language as much as possible.

a. Characteristics of Young Learners

In the teaching and learning process, children and adults cannot be treated in the same way. They have different characteristics. Brown (2001:88) states that children and adults are different in their attention span. Children’s attention span is usually shorter than adults’ attention span. Unlike adults’ attention span, children’s attention span can be shortened when they are involved in activities that

they find boring, useless and complicated. To make the students get involved more on the teaching and learning process, the teacher should be able to maintain the students' attention and motivation.

There are some other characteristics of the children which are different from adults' characteristics. Children generally display more enthusiasm for learning and more curiosity about the world around them. They always want to know about everything that happens around them. Harmer (2001:38) states that children take information from everything around them and their understanding comes from what they see, hear, touch and interact with. The children cannot rely the learning only on teacher's explanation because they learn indirectly rather than directly. That is why they take information from all sides. They do not only focus on the precise topics that they are being taught but also learn everything around them. Children also tend to be self-oriented and keen to talk about themselves. They can respond well to learning that uses themselves and their own lives as the main topic in the classroom.

Brewster and Ellis with Girard (2004: 10) point out some differences between children and adult. Children are different from adults because children:

2. have a lot of physical energy
3. are emotionally excitable
4. are developing conceptually
5. get impatient easily
6. are developing literacy in their first language
7. are excellent mimics
8. tend to be self - oriented and preoccupied with their own world
9. are developing conceptually and at an early stage of their schooling
10. can stay concentrated for a long time if interested
11. can be easily distracted and also very enthusiastic

b. Principles of Teaching English to Children

Brewster and Ellis (2004:39-40) points out some of the most important principles which teachers need to be aware of and make use of wherever possible:

1. Children are excellent observers and have a natural ability to grasp meaning in their L1 from a variety of sources: body language, intonation, gesture, facial expression, the social context.
2. Children learning their L1 often repeat words or phrases in order to become completely comfortable with their sounds and meaning.
3. In acquiring their L1 children have spent years making hypothesis and testing skills. The uses of inductive exercises in the L2, where, for example, they try to work out grammar rules for themselves, mirror precisely what they have been doing in their L1 for years. Teachers need to ensure there is enough contextualized, motivating language "data" to work with.
4. Children are skilled at guessing and predicting and teachers can usefully draw on these skills and the other thought processes outline as part of learning to learn.
5. Children like to talk, even if they don't know much language, often with only two or three words plus key intonation patterns. This is also a useful tactic they can use in L2 development.
6. Teachers need to create a balance in their classrooms between providing support and providing a challenge. If all language work is over-guided then it becomes too easy, safe or repetitive.
7. When learning their L1 children seem to be good risk-takers and experimenters. Their willingness to "have a go" should be encouraged and should not be cut too much by constant correction or by overly strict atmosphere.

Those principles ensure us not to underestimate pupils' capabilities. Teachers should understand that children can do more than what teachers think they can do. However, teachers should not overestimate the students either because if the children are expected to do something beyond their ability, it will discourage the learning.

Cameron (2001) also summarizes some principles of teaching English for young learners:

1. Children actively try to construct meaning

In learning language, children did not only receive prepared meaning or knowledge from teacher, but they construct it by themselves (Seon-hee, 2001). They try to make sense about what adults say to them in terms of their world knowledge which is still limited. Teachers need to examine classroom activities from the children's point of view in order to assess whether pupils are able to make sense of new language.

2. Children need space for language growth

In both language and cognitive development, the ZPD or immediate potential of the child is the central importance for effective learning (Cameron, 2001). Vygotsky proposes the notion of the zone of proximal development (ZPD) to give a new meaning to intelligence. Vygotsky (1978, in Venerikina, 2008: 163) defines ZPD as the distance between what a student can do with and without help. Vygotsky suggests that intelligence could be measured better by what a child can do with skilled help. The range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone. People play important roles in helping children to learn, providing objects and ideas to their attention, talking while playing and sharing while playing, reading stories, and asking questions. In a wide range of ways, adults mediate the world for children and make it possible for them to get access to it. By the help of adults children can do and understand more than they can on their own (Cameron, 2002).

3. Language in use carries cues to meaning that may not be noticed

Children need help from adult in noticing some aspects of the foreign language that carries meaning. They have to find some ways to do it since they cannot take advantage from formal grammar.

4. Development can be seen as internalizing from social interaction

Children develop their language skill as they grow and use the language to interact with other children and adults. The new language is first used meaningfully by teachers and pupils, and later it is transformed and internalised to become part of the individual child's language skills or knowledge.

5. Children's foreign language learning depends on what they experience.

It can be inferred that the richer language experiences that are provided for children, the more they are likely to learn. Foreign language lesson often provide all or most of the child's experience of the language in use. If the teachers want the children to develop language skills, the lessons should provide the experiences which build those skills.

Brown (2001) proposes some principles of teaching young learners:

1. Intellectual development

Intellectual development is about how individuals organize their minds, ideas and thoughts to make sense of the world they live in. In teaching language to young learners, teachers need to remember the limitations of the students. Abstract talk about language like grammar must be approached with

extreme caution. Difficult patterns and concepts about language require more repetition than adults need.

2. Attention span

Children will have short attention span when they have to deal with materials that to them is boring, useless, or too difficult. Since language lessons can be difficult at times, the teachers need to design interesting and fun activities.

3. Sensory input

Children learn through their five senses. Teachers need to stimulate five senses of the students so they can learn as much as possible. The class activities should strive to go well beyond the visual and auditory modes.

4. Affective factors

Children are often innovative in language forms but still have a great many inhibitions. Their egos are still being shaped. They at times think about what others especially their peer thinks when they speak English. Teachers need to help them to overcome such potential barriers in learning.

5. Authentic, meaningful language

Children are focused on what the new language can be actually used for here and now. The activities on the class have to include language both authentic and meaningful.

Based on the description above, it can be concluded that teaching children cannot be the same way as teaching adults since their characteristics are so different. The teachers should be able to creatively and innovatively create some

teaching techniques and provide interesting activities based on the principles of teaching children so that the students will pay more attention during the teaching and learning process and be actively involved in it.

2. The Students' Involvement

a. Definition of involvement

Halliwell (1992:21) defines involvement as mental engagement and actual occupation. Students' involvement is the core of a learning process. It is a crucial factor determining the success of any learning process. There will not be any learning if the students are not involved. Involvement simply means the amount of time the students are actively involved in learning specific subject matter (Squires, et al. 1987:10). Haney and Ullmer (1980:21) believe that the learners' involvement is the key factor in the learning process. Instruction should be learner-centred so that based on this theory; the focus of instructional planning should be on what happens on the students and what the teachers will do.

Collier, et al. (1967:172) state that learning occurs best when involvement is an important part of the process. It means that learning also results from active involvement of the learners emotionally as well as intellectually and the learners will learn best in situation in which they take an active part in the teaching-learning process. In line with him, Burden and Bird (1999:239) state that securing and maintaining attention is an important responsibility. If students are not engaged in the learning process, it is likely that they will not learn from materials and it is possible that they will get off task disrupt order.

Children learn best when they are involved and when their work is valued (Vale and Fenteun, 1995:27). It can be inferred that in a teaching and learning process all of the activities and facilities in the school environment are supposed to be able to encourage children to get actively involved in the teaching and learning process.

In conclusion, students' involvement is a condition in which students participate actively in the learning process both physically and mentally. It is an act of taking part in something done by the students by allocating time and energy both physical and psychological.

b. Students' Involvement in the Teaching and Learning Process

Klippel (1984:5) states that learning is more effective if the learners are actively involved in the teaching and learning process. In line with him, Brewster and Ellis (2002:224) say that activities which usually engage and stir pupils are those which the learners are physically or mentally active and thus more involved in their learning. Wright, et al. (1983:1) states that the learners want to take part in the teaching and learning process in order to understand what other say or have written and they must speak or write in order to express their point of view or give information.

Squires, et al. (1982:21) state that there is a strong relationship between behaviour and achievement. When the students are involved, there is a high probability that they will be achieving as well as or better than expected. Motivation has a significant role in the success of learning related to the students' involvement. Motivation highly affects both the learning and the behaviour of the

students (Yelon and Weistein, 1997). In addition, Harmer (2001:41) states that strongly motivated students are in a far better position as learners than that of students who are not motivated.

To get the students involved in the teaching and learning process, teachers should be able to maintain the students' attention and motivation. When the teachers find the students are not motivated, the teachers should attract them. In addition, Breswter and Ellis (2002:28) states that children need to develop a sense of confidence and self-esteem to have other children to share and play with, and to be involved in learning where they are physically active.

3. Interaction-Based Activities

a. Definition of Interaction

Brown (2001:165) defines interaction as the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in a reciprocal effect on each other. In line with Brown, Malamah-Thomas (1991:7) states that interaction is more than action followed by reaction. Interaction is acting reciprocally, acting upon each other. Robinson (1994:7) defines interaction as the process of face to face action, can be verbal, channelled through written or spoken words, or nonverbal, channelled through touch, proximity, eye contact, facial expression, gestures, etc.

According to Rivers (1988:4), interaction can be two-way, three-way, or four-way, but never one-way. He adds that genuine interactive language learning requires individuals (teachers as well as students) to appreciate the uniqueness of

other individuals with their special needs and not manipulate or direct them or decide how they can or will learn, but encourage them and draw them out (educate) and build up their confidence and enjoyment in what they are doing.

Nunan (1991:35) suggests that one of the most obvious facts is that in teaching and learning a great deal of interactive language works occurs because there is a significant amount of talking between the teacher and students and among students and it reveals a great deal about the teacher's purpose.

Interaction will always involve more than one person because there must be someone who transmits a message and someone who receive it. In the educational setting, interaction occurs every day in the classroom activities between the teacher and the students. The number of students in the class influences the number of possible variations concerning who transmits and who receive. Malamah- Thomas (1991:69) states that when teachers are seen as the one who transmit the message, then he or she can be seen as trying to communicate with the whole class, a group of students and/or individual student. And when the student performs as the one who transmit the message, he/she then interacts with the teacher another single student, or a group of students.

b. Types of Classroom Interaction

Communication implies more than one persons (Malamah-Thomas, 1991:12). Interaction happening in the classroom is not only between the teacher and the whole class. There are some activities where the teacher is a participant in interaction with an individual student, or with a group of students within the class.

Malamah-Thomas (1991: 15) describes the pattern of interaction which happen in the class as follows:

teacher → whole class
 teacher → group of students
 teacher → individual student
 student → teacher
 student → student
 student → group of students

In normal everyday verbal interaction, addresser and addressee are constantly changing roles. The addresser of one minute is the addressee of the next and vice versa. Malamah-Thomas (1991:37) shows the normal pattern of conversation as follows:

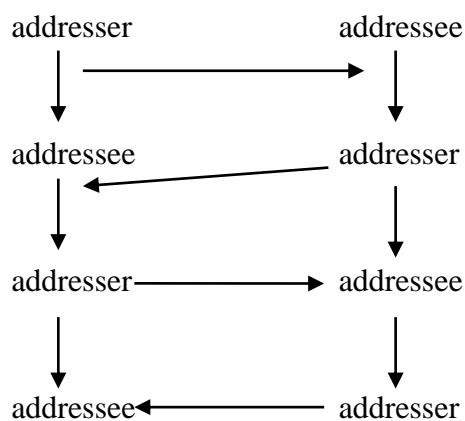


Figure 1: The normal pattern of the conversation

From the description above, it can be seen that interaction process appears when the addresser acts upon the addressee to cause a reaction, which in turn informs an action performed by the previous addressee, now turned addresser, upon the new addressee, which causes a reaction in the same way, and so on.

c. Interaction-Based Activities

Interaction-based activities stress the importance of providing the learners with more activities to interact directly with the target language to acquire it by using it rather than to learn it by studying it. Using interaction-based activities in the class means that the teachers give a full role to the students in carrying out the activities, accept students' opinions and tolerate errors. On the other hand, the students are expected to listen to others, talk with others and to negotiate meaning in a shared context.

Interaction-based activities include any activities that encourage the students to speak with and listen to other learners as well as interaction in the real life. Interaction-based activities do not preclude the learning of the grammatical system of the language (Rivers, 1987:13). Learning grammar is not about learning the rules but rather inductively developing rules from living language materials and then performing rules. Many activities can be developed in which the students use particular structures without feeling they are learning grammar.

Rivers (1981:7) states that there are some workable classroom interactive activities such as presentation, pair works, discussions, debates and written exercise. Group work gives many advantages to maintain linguistics interaction in the classroom. Brown (2001:177) defines group work as generic term covering a multiplicity of technique in which two or more students are assigned a task that involves collaboration and self-initiated language. Brown (2001:177) suggests some group tasks activities as follows:

- a. Games
- b. Role play and simulation

- c. Drama
- d. Project
- e. Interview
- f. Brainstorming
- g. Information gaps
- h. Jigsaw
- i. Problem solving and decision making
- j. Opinion exchange

One of the activities suggested by Brown is game. Game means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others (Wright, et.al. 2006). Many games provide repeated use of particular language form. Games also provide opportunity for the young learners to sense the working of the language as living communication. Some games require four to six players. If there is to be a competition between groups, they should be of mixed ability (Wright, et.al. 2006:3).

In conclusion, interaction-based activities do not only involve and enchant the students with aspect of fun and freedom but also give them opportunities for language practices. Therefore, interaction-based activities are proposed to become an alternative technique to teach English for children.

4. Communicative Language Teaching (CLT)

Brown (2007, in Wood, 2011) defines CLT as an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, communication for the real world, and meaningful purposes. In addition, Brown (2007, in Wood, 2011:232) also offers four interconnected characteristics of CLT:

- 1) Classroom goals are focused on all of the components of CC (communicative competence) and not restricted to grammatical or linguistic competence.
- 2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.
- 3) Fluency and accuracy are seen as complimentary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- 4) In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

CLT is generally regarded as an approach to language teaching (Richards and Rodgers 2001). It is based on the theory that communication is the primary function of language use. Savignon (2002) states that CLT refers to both processes and goals in classroom learning and that the central theoretical concept in communicative language teaching is communicative competence

The fundamental goal of CLT is to develop learners' communicative competence in L2 through communication and interaction with others (Brown, 2002). The term communicative competence refers to a speakers' capability to speak a language with linguistic proficiency and to use language appropriately in different social contexts (Hymes, 1974). Savignon (1972) describes communicative competence as the ability to function in a truly communicative setting that allows learners to communicate with other speakers effectively and spontaneously. Savignon (1976) further explains that communicative competence is dependent on the negotiation of meaning between speakers, because communication is spontaneous. Speakers need to negotiate meaning based on what is unclear to them.

To achieve communicative competence, learners need to be competent in four aspects: linguistic, sociolinguistic, discourse, and strategic competence (Canale, 1985). According to Canale (1983) linguistic competence which is also called grammatical competence concerns learners' use of lexis, syntax, and structures. Sociolinguistic competence concerns learners' appropriate use of language in different situations and settings. Discourse competence refers to the speakers' ability to form oral and written language appropriately and meaningfully. As suggested by the term itself, strategic competence relates to the use of strategies that can be used to make up for the inadequate abilities in other aspects of competence.

Richards (2006:3) states that communicative competence includes the following aspects of language knowledge:

- 1) Knowing how to use language for a range of different purposes and functions
- 2) Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- 3) Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- 4) Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

Wesche and Skehan (2002) describe CLT as:

- 1) Activities that require frequent interaction among learners or with other interlocutors to exchange information and solve problems.

- 2) Use of authentic (non-pedagogic) texts and communication activities linked to “real-world” contexts, often emphasizing links across written and spoken modes and channels.
- 3) Approaches that are learner centered in that they take into account learners’ backgrounds, language needs, and goals and generally allow learners some creativity and role in instructional decisions.

With no one particular method or theory that underlies their practical and theoretical foundation, CLT methodologies are best described as a set of macro-strategies (Kumaradivelu 1994) or methodological principles (Doughty and Long 2003). Nunan (1991) lists five basic characteristics of CLT :

- 1) An emphasis on learning to communicate through interaction in the target language
- 2) The introduction of authentic texts into the learning situation
- 3) The provision of opportunities for learners to focus, not only on the language but also on the learning process itself
- 4) An enhancement of the learners ‘own personal experiences as important contributing elements to classroom learning
- 5) An attempt to link classroom language learning with language activation outside the classroom.

Berns (1990) points out the summary of eight principles of CLT:

- 1) Language teaching is based on a view of language as communication. It means that language is seen as a social tool that speakers use to make meaning and to communicate about something to someone for some purpose.
- 2) Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.

- 3) A learner's competence is considered in relative, not in absolute, terms.
- 4) More than one variety of a language is recognized as a viable model for learning and teaching.
- 5) Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.
- 6) No single methodology or fixed set of techniques is prescribed.
- 7) Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learners' competence in each.
- 8) It is essential that learners be engaged in doing things with language. They use the language for a variety of purposes in the teaching and learning process.

CLT puts the focus on the learners. The learners' expectations and attitudes play a role in advancing or impeding curricular change. Horwitz (1988) suggests that classroom realities that contradict learners' expectations about learning may lead to disappointment and ultimately interfere with learning.

5. Presentation, Practice, Production (PPP)

Many CLT classrooms used a PPP model of teaching. Littlewood (1981) draws the methodological framework for communicative approach to foreign language teaching. He makes a methodological distinction between pre-communicative and communicative learning activities. The methodological framework is presented below:

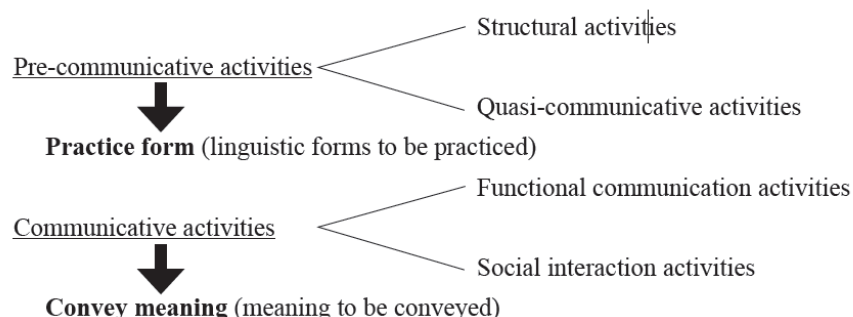


Figure 2: The methodological framework for communicative approach

The chart represents differences in emphasis and orientation rather than distinct divisions. Littlewood (1981) noted that the layout of the diagram show the temporal sequencing of such activities within a teaching unit. This framework of CLT by Littlewood is open to common method to PPP.

According to Harmer (2009) PPP is a method that is widely used in teaching simple language at lower levels. Harmer (2001) defines a method as the practical realization of an approach. He adds that the originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some model of syllabus organization.

As its name suggests, PPP is divided into three phases, moving from tight teacher control towards greater learner freedom. It is believed that learners will learn effectively in order (Skehan, 1998). According to Ellis (1988) the presentation phase helps the learner to acquire linguistic knowledge as well as to restructure it. Harmer (2001) states that in this phase, the teacher introduces a situation in which contextualizes the language to be taught. Then, the language is presented. Harmer adds that in the practice phase, the students practice the

language using accurate reproduction techniques such as choral repetition, individual repetition, and cue-response drills. In the last phase, the students are encouraged to use the language in a freer way both for their own purposes and meanings and in a similar context introduced by the teacher. It can be a role play, a simulation activity or a communication task.

B. Related Study

There was a study related to the use of interactive activities to improve the students' involvement conducted by Febriani (2007). She dealt with the fifth grade students of Elementary school who thought that English was a difficult subject. She stated that the students had low curiosity to overcome their difficulties and learnt more about English. The students also had low vocabulary mastery. Interactive activities were used to improve the students' involvement. According to her thesis, the implementation of interactive based activities was successful to improve the students' involvement during the teaching and learning process.

C. Conceptual Framework

As stated in the previous chapter, the involvement of the students of grade III in SD Negeri Sleman 4 was low. It became the main problem in the teaching and learning process since the involvement of the students in the learning activities influenced the students' achievement of competence. The students could learn more if they got engaged in the teaching and learning process.

Teaching young learners is different from teaching adult because they have different characteristics. Knowing the children's characteristics will help the teacher to provide appropriate learning activities for the students. Teacher should be able to provide activities which can encourage and motivate them to learn.

In the action research, the researcher tried to overcome the problem related to the lack of involvement of the students in English class by using interaction-based activities. The action was carried out in the first semester of the academic year 2013/2014. Interaction-based activities were chosen since it opened wider opportunity for the students to get involved on the teaching and learning process. The activities could provide more chance for the students to interact with others by listening, talking, and negotiate meaning in shared context with others. It included any activities that encourage the students to speak with and listen to other learners as well as interaction in the real life. By using interaction-based activities, the researcher gave a full role to the students in carrying out the activities, accept students' opinions and tolerate errors.

The conceptual framework of the study is described as follows:

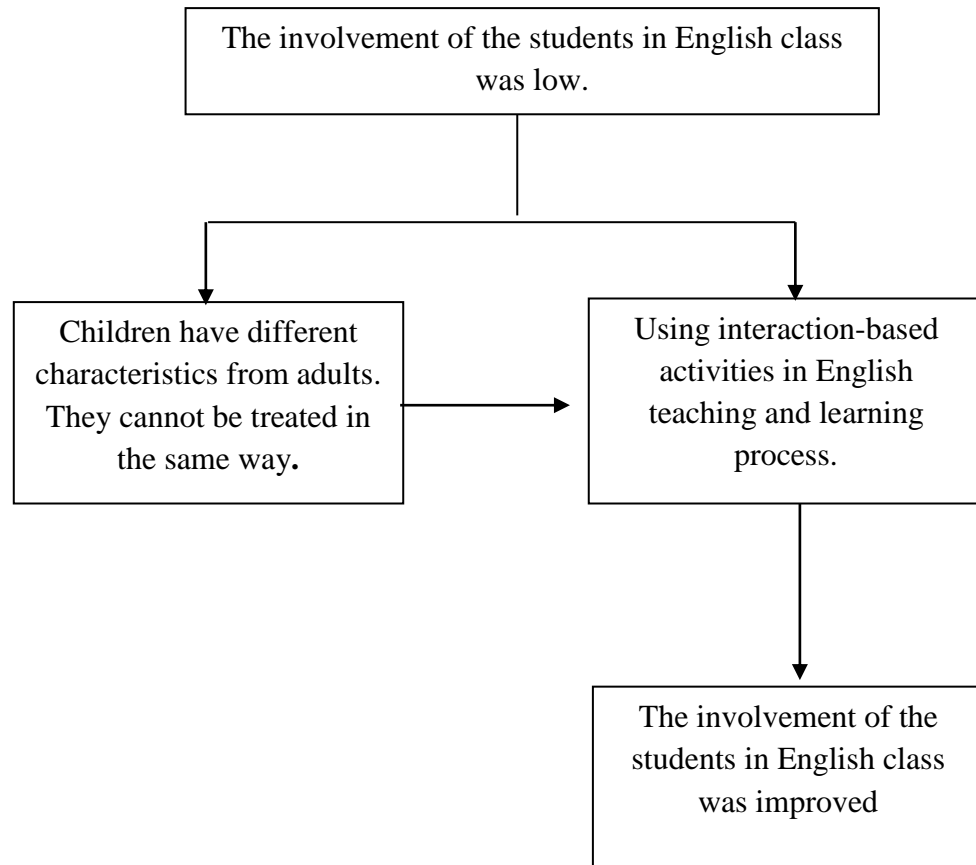


Figure 3: The conceptual framework of the research

CHAPTER III

RESEARCH METHODS

A. Research Design

The action research was conducted to investigate what was happening in teaching and learning process in SD N Sleman 4 and to improve it. The problems appeared were not only observed and described but also solved using the determined actions. The English teacher and the researcher conducted a discussion and decided to use Interaction-based activities to be implemented in the grade III of SD N Sleman 4 to solve the problems related to the lack of students' involvement in the learning activities.

There were two cycles of the research with an evaluation at the end of each cycle. On the first cycle, the plan that has been discussed with all the members of the research was implemented in the class. In the end of each cycle, reflection and evaluation of the program were done. From the evaluation, the weaknesses and problems occurred on the first plan were noted.

The members of the research participated actively in the designing, evaluating and revising all the plans. The weaknesses found in the previous cycle became a source in arranging the plan on the next cycle. The next cycle was started by implementing the revised plan. The research design consisted of some steps, namely reconnaissance, planning, action and observation, and reflection. The plan based on the problems identified were implemented in action. Then, the implementation was observed and reflected. The plan was then revised and re-

implemented until the use of interaction-based activities could be granted as successful. The processes in action research could be shown in the schema below.

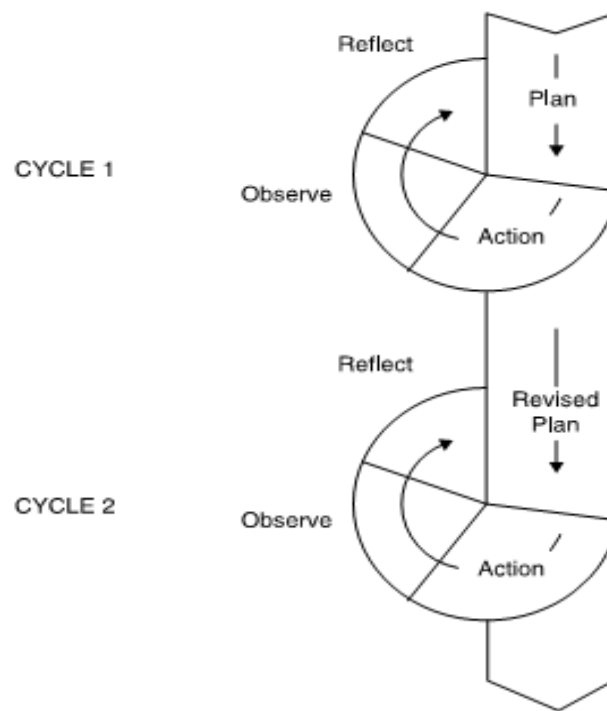


Figure 4: Action research cycles (Burns, 2010:9)

B. Research Setting

The research was conducted in grade III of SD N Sleman 4 which is located in Srimulyo, Triharjo, Sleman, Yogyakarta. The school has 6 classrooms, one teacher room, one headmaster office, and some other facilities such as mosque, library and parking areas. There were 16 teachers in the school and one of them was English teacher.

The English teaching and learning process was not well facilitated yet by the school. There was no language laboratory which was ready used by the

teachers. The library in the school also did not provide English books which could support the language learning of the students.

The research study was conducted in the first semester of the academic year of 2013/ 2014. The observation was done on 25 July 2013. The researcher implemented the action based on the school schedule.

C. Research Subjects

The subjects of the research were the students of grade III in SD N Sleman 4, Yogyakarta, in the academic year of 2013/2014. The class consisted of twenty nine students. They were chosen as the subjects of the research based on the consideration that their involvement in the class needed to be improved to get better achievement of competence.

D. Data Collection

1. Types of Data

The data of the research were in the form of qualitative. They were collected by observing the class activities and doing some interviews to the members of the research. The data collected from observation were written in the vignettes while the data taken from the interviews were written in the form of interview transcripts.

2. Data Collection Instruments

The instruments used in the research were observation guidelines and interview guidelines. Observation guidelines consisted of the tools to observe the

process of teaching which includes opening, main activities, and closing. The interview guidelines included the questions about the obstacles in teaching and learning process.

3. Data Collection Techniques

The qualitative data in the research were collected through interviewing some of the member of the research and observing the teaching and learning process. The data collected from observation were written in the vignettes while the data taken from the interviews were written in the form of interview transcripts.

In the beginning of the research, the class was observed and the problems appeared in the teaching and learning process were noted. The problems identified were discussed with the English teachers to find the solution for the problems.

The interviews, observations, and the discussions were done not only in the beginning of the research but also in the process of the research itself to identify and monitor the improvement of the students' involvement after implementing the plan.

4. Data Analysis Technique

The qualitative data collected in the research were analyzed through these steps: data collection, data reduction, data display, and conclusion. The data collection was done by interviewing the member of the research and observing the learning and teaching process during the implementation of the technique. In the data reduction step, the data were selected, simplified, and transformed by summarizing or paraphrasing the interview transcripts and vignettes. The data was summarized, sorted, and organized in such a way that conclusions can be drawn.

The data displayed on the research were in the form of vignettes, and interview transcripts. The conclusion was made based on the results of the vignettes, and interview transcripts. In making conclusion, the researcher collaborates with the English teacher as collaborator to obtain the valid findings.

5. Research Validity and Reliability

There were five validity criteria being fulfilled to get the valid data in the research. They were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

a. Democratic validity

The democratic validity was fulfilled by giving chances to the members of the research to give their personal opinions, ideas and comments about the implication of the research. The members of the research including teacher and students were involved on the discussion. The discussion was done in the end of each cycle to evaluate the actions that had been implemented and to plan the actions for the next cycle.

b. Outcome validity

The outcome validity was related to the notions of actions leading the outcomes that were successful within the research context. It was fulfilled by formulating together the indicators that showed the improvement of the students' involvement.

c. Process validity

The process validity is related to the criterion to make the action research believable. To gain this validity, the researcher, as the observer, collected the data

by observing and taking some field notes during the research. The notes were about anything that happened in the learning and teaching process.

d. Catalytic validity

The catalytic validity is related to the degree to which the research process reorients the participants' view of reality in order to change it. In the process of the research, the members of the research including the English teacher, the students and the researcher had chances to learn more about the realities in the English teaching and learning process.

e. Dialogic validity

The dialogic validity was fulfilled by conducting discussions with the English teacher related to the implementation of the actions. In the discussion, the researcher got her comments about the implementation of the actions in every meeting to know the strengths and weaknesses of the actions.

To enhance the trustworthiness of the data and to reduce subjectivity in analyzing the data, triangulation data was applied. In addition, in order to ensure the reliability, interview transcripts, and vignettes were made. To obtain the data about the learning and teaching process, the member of the research including teacher and students were interviewed.

E. Research Procedures

The research consisted of two cycles and each consisted of reconnaissance, planning, acting and observing, and reflecting. The detail of the cycle I is described as follows:

1. Reconnaissance

On this step, the teaching and learning process was observed to find problems appeared. In this case, some problems related to the lack of involvement of the students were found. The students were passive during the teaching and learning process. They did not get involved on the learning activities. The lack of involvement of the students were related to some factors which were the students, the teacher, the materials and the media.

2. Planning

After doing the observation and the reconnaissance step, the problems were being discussed by the researcher and English teacher as the collaborator. After that, some actions were planned for overcoming the problems related the lack of involvement of the students.

In planning the action, the researcher conducted a discussion with the English teacher to decide the actions. The actions were aimed to improve the lack of involvement of the students. The action implemented was using interaction-based activities on the teaching and learning process.

3. Action and observation of the actions

In this step, the technique chosen was implemented in the teaching and learning process. The English teacher and the collaborator helped the researcher to observe the students' reaction and behaviours during the teaching and learning process. The improvement of the students' involvement was monitored.

4. Reflection

In this step, the students and the teacher were interviewed about their responses to the actions. The reflection was used to find out the successful and the unsuccessful actions in solving the problem. The cycle was continued until it met its purpose, that was improving the students' involvement. The results of the reflection contributed in deciding whether the cycle would be continued or not. The successful actions in the cycle I were reapplied in the next cycle, but those which were unsuccessful were changed and improved.

CHAPTER IV

RESEARCH FINDINGS

A. Reconnaissance

In conducting the research, the researcher worked collaboratively with other research members: the English teacher and the students of grade III of SD Negeri Sleman 4. In the reconnaissance step, class observation was done during the teaching and learning process of the third grade. The English teacher as the collaborator and the students were also interviewed to get some data about their opinions related to the English teaching and learning process.

1. Identification of the Field Problems

The identification of the problems was based on the observations and interviews. The first observation was done on July 20, 2013. Here is the vignette of the observation.

R= Researcher

ET= English teacher

...

ET began the lesson. She stuck a big paper on the whiteboard. Some daily activities such as get up, make a bed, take a bath, breakfast, etc was written on the paper completed with the translation. She introduced the topic to the students “*Hari ini kita belajar tentang aktifitas. Coba tirukan Ms. Umi! .(Today we are going to learn about activities. Repeat after me.) Get up!*”. “Get up,” repeated the students. “*Apa artinya get up? Siapa tahu? (What does it mean, who knows?)*” ET tried to ask some questions to the students. Only some students answered. Some other students were busy talking to their friends. ET read some other English words and asked the students to repeat after her. Some students kept busy with their own but the teacher ignored it...

“*Sekarang Ms. Umi sebutkan bahasa Indonesiannya, yang Ms. Umi tunjuk harus menyebutkan bahasa Inggrisnya. (Now, I will mention the words in Indonesian, the one whom I point at should mention the English words.) Merapikan tempat tidur, Panji, apa artinya? (What does it mean?)*” ET mentioned Indonesian words and pointed the student to tell the English word. Panji poked his

friend and asked “*Opo we, opo?*(What is it?)”. His friends tried to help him, “Make a bed”. She did it to some other students. The students were doubtly answered the teacher’s question. ET corrected the students who mispronounce words.

“*Sekarang coba dibuka LKSnya page 36. Dilihat tabelnya kemudian diisi. Tabel pertama diisi menggunakan bahasa Indonesia. Yang tabel dihalaman selanjutnya itu diisi dengan bahasa Inggris.* (Now let’s open page 36. Look at the table and complete it. In the first table, complete the table using Indonesian. In the next table, fill it in English.)”, ET gave instruction to the students to do the exercise on the textbook. “*Ayo mulai mengerjakan.*(Do it now.)”

Some other students were still confused with the tasks but they did not ask the teacher. ET only monitored the work of the students’ who sat down in front row. She did not notice that some of the students did not bring their textbook and did not do the task. The students who did not do the tasks made some noise by talking by themselves and playing around

(Vignette 1, Jul 20, 2013)

Some data could not be obtained only by doing the observations, therefore to support the data from vignettes, interviews were done to some students who did not enjoy the process of teaching and learning process. The first interview was done to the students who kept talking while the teacher asked them to do the task. From the interview, it was found that the students had not understood yet how to do the task but they refused to ask more explanations to the teacher. It could be inferred from the interview transcript below.

R = Researcher	S= Student
R	: “ <i>Kamu kok ngobrol terus, itu disuruh mengerjakan hlo.</i> ” (Why do you keep talking? Mrs. Umi ask you to do the task.)
S24	: <i>Ha ra dong kok, Bu.</i> (I don’t understand yet.)
R	: <i>Kok kamu nggak tanya? Coba tanya Ms. Umi kalo belum paham.</i> (Why don’t you ask if you haven’t understood yet?)
S20	: <i>Aa luweh. Piye to?</i> (I don’t care. How to do the task?)

(Interview transcript 1, Appendix A)

The second interview was done to the student who was busy drawing in her book. She could not do the task because she could not read yet. It was revealed on the following interview transcript:

R = Researcher	S= Student
R	: <i>Sudah selesai mengerjakan, dik?</i> (Have you finished doing the task?)
S23	: ... (Smiling)
R	: <i>Coba Miss Murni lihat sampe mana mengerjakannya.</i> (Let me see your work.)
S23	: <i>Belum miss.</i> (Not yet)
S17	: <i>Dia itu nggak bisa baca, Miss.</i> (She can't read, Miss)
(Interview transcript , Appendix A)	

The student who sat in the back row and did not do the task was also interviewed. He looked so sleepy. From the interview, it was found that he did not do the task because he did not bring the textbook. It could be seen in the following interview transcript:

R = Researcher	S= Student
R	: <i>Yoga, kenapa kok malah tiduran. Sudah selesai?</i> (Why are you sleeping? Have you finished?)
S1	: <i>Nggak bawa buku, Bu.</i> (I don't bring my book)
R	: <i>Kok nggak lihat ke buku temannya?</i> (Why don't you see your friend's book?)
S1	: <i>Ra oleh kok, Bu, ro Rais.</i> (Rais don't let me to see his book.)
S16	: <i>Mengko Yoga nurun, Bu.</i> (I'm afraid he will copy my work)
R	: <i>Enggak nyontek. Biar si Yoga lihat tabelnya dulu.</i> (No, he won't. Let him see the table first.)
(Interview transcript 3, Appendix A)	

From the interviews above, it could be concluded that the students showed their lack of motivation in doing the task. Their involvement during the teaching

and learning process was low. Some of them were busy with their own activities which were not related to the topic. Some students, especially those who sat in the back row, ignored the teacher and did not want to do the task. Moreover, one students tried to sleep during the lesson.

The interview was also done to the English teacher of grade III. The teacher admitted that she got difficulties in controlling the students. She also realized that the task on the textbook was too difficult for the students. She kept using the textbook because she got difficulties in developing her own materials or finding another resource book. It can be inferred from the interview transcript below.

R = Researcher	ET= English Teacher
...	
R	: <i>Bagus bu, tapi tadi ada beberapa murid dibelakang yang tidak mengerjakan tugas yang diberikan ibu.</i> (It's good. But I saw some students who sat in the back who did not do the task.)
ET	: <i>Iya, yang dibelakang? Memang sok angel gitu, mbak.</i> (Students in the back? Yes, sometimes they were difficult to control.)
R	: <i>Angel bagaimana, Bu?</i> (What do you mean by difficult?)
ET	: <i>Ya begitu, kandanane ki angel banget. Untung ini tadi ada njenengan, jadi nggak begitu rame. Biasanya saya juga minta ditemenin guru- guru kalau dikelas.</i> (Just like what you see, they were difficult to control. Fortunately you were there so the students made less noise. Usually I asked other teacher to accompany me in the class when teaching.)
R	: <i>Kalo untuk tugasnya tadi sepertinya agak sulit ya, Bu, untuk anak kelas III. Ternyata dikelas III masih ada yang belum bisa baca ya, Bu.</i> (About the tasks, I think it is too difficult for the students. I see some students in grade III cannot read, can they?)
ET	: <i>Oh, Salma sama Ridan, iya, mereka belum bisa baca.</i> (Salma and Rida, they can't.)
R	: <i>Jadi buku itu digunakan terus oleh ibu? Ada buku lain yang dipakai tidak, Bu?</i> (So it is the book used for teaching. Is there any other book used?)
ET	: <i>Enggak mbak, dari sekolah dapatnya itu jadi kula pakai itu saja.</i> (No. I just got it from school, so I just used it.)
R	: <i>Sudah pernah mengembangkan task sendiri yang lebih sederhana bu?</i> (Have you ever developed your own tasks which were easier?)

ET : *Belum.* (Not yet.)

(Interview transcript 4, Appendix A)

The English teacher also rarely used interesting media to support her teaching and learning process. She said that she got difficulties in finding some pictures that could be used to support her learning. She just used the pictures that she could find in the textbook. It can be inferred from the interview transcript below.

R = Researcher	ET=English Teacher
...	
R	: <i>Kalau media mengajar bagaimana, Bu?</i> (How about media in teaching?)
ET	: <i>Kalo media ya itu tadi mbak, saya pake karton trus ditempel di papan.</i> (Media that I used was only the big paper which I stuck on the board.)
R	: <i>Kalau gambar- gambar ibu sering bawa ke kelas tidak?</i> (Do you bring some pictures to the class?)
ET	: <i>Kalo gambar saya susah nyarinya. Kan sudah ada juga di LKS. Paling ya cuma kaya tadi, kertas ditulisi vocab, biar nggak kesusahan nulis di papan. Anak-anak bisa lihat semua.</i> (I got difficulties in finding pictures. However, I can use the picture in the textbook. Like what u just saw, I used big paper so I did not have to write down the vocabulary in the board.)
...	

(Interview transcript 4, Appendix A)

After collecting the data from observation and interviews, the problems appearing during the teaching and learning process were identified. The problems that affected the lack of involvement of the students are presented on the table below.

Table 1: The field problems in the English teaching and learning process in grade III of SD Negeri Sleman 4

No	Field Problems	Code
1	The students thought English was a difficult subject	S
2	The students had low motivation in learning English	S
3	The students had low confidence to speak English	S
4	The students were not actively involved in the learning activities	S
5	The students had less chance to practice their English	S
6	The students had lack of vocabulary mastery	S
7	The students were busy with their own activities when the teacher was teaching	S
8	The students talked a lot in the class about things which were not related to the topic	S
9	The students got difficulties in pronouncing words	S
10	The students interrupted the teacher to go to the bathroom or go outside to throw the garbage during the learning process in impolite ways	S
11	The students walked around and disturbed other students	S
12	The students hit their friend when the teaching and learning process was running	S
13	The students were shy to ask when they found difficulties	S
14	The students forgot English word easily	S
15	The students were still in the process of developing their ability of literacy	S
16	The media were rarely used	Med
17	The teacher found difficulties in controlling the students	T
18	The students did not do the tasks given	S
19	The materials were mostly taken from text books which sometimes were too difficult for the students	Mat

S= Students

T= Teacher

Mat= Materials

Med= Media

From the list of the identified problems above, it could be seen that the problems during the teaching and learning process were affected by some factors: students, teacher, media, and materials. The first problems were related to the students. They had low motivation to learn English. They thought that English was a difficult subject since they had to do the tasks that were too difficult for them. The tasks were taken from textbook and mostly focused on the written form

while some of them were not able to read yet. They did not ask the teacher when they found difficulties. Moreover, the students ignored the tasks given by the teachers and were not involved in the learning activities.

The students also showed no interest to the activities that the teacher provided in the class. They easily got bored because the activities did not vary. The teacher began the lesson by reading the English words and asked the students to repeat after her. The activities were continued by doing the tasks on the textbook.

The second problem was related to the use of media. Interesting media like pictures, flashcard, and poster which could attract the students' interest in learning English were not used. The last problem was related to the materials. The tasks that the teacher provided for the students were mostly taken from the textbook. Most of the tasks were too difficult for the students since they focused on written forms while some students were still on the process of developing their ability of literacy.

2. Identification of the Problems to Solve

After identifying the field problems, the researcher and the teacher conducted a discussion to decide the problems to solve. Firstly she showed the table of the field problems that she had already identified. Then after having discussion with the collaborator, the problems to solve were identified. The feasible problems to be solved were determined by considering time and her ability to conduct the research. The result of the discussion can be seen in the table below.

Table 2: The feasible problems to solve in the English teaching and learning process in grade III of SD Negeri Sleman 4

No	Field Problems	Code
1	The students thought English was a difficult subject	S
2	The students had low motivation in learning English	S
3	The students had low confidence to speak English	S
4	The students were not actively involved in the learning activities	S
5	The students were busy with their own activities when the teacher was teaching	S
6	The students talked a lot in the class about things which were not related to the topic	S
7	The students were shy to ask when they found difficulties	S
8	The media were rarely used	Med
9	Students did not do the tasks given	S
10	The materials were mostly taken from text books which sometimes were too difficult for the students	Mat

S= Students

T= Teacher

Mat= Materials

Med= Media

B. Cycle I

1. Planning

In the planning session, the researcher and the English teacher discussed the actions that would be implemented in Cycle I in a democratic atmosphere. The efforts focused on improving the students' involvement through interaction-based activities. Then, the course grid, lesson plans and the materials were developed based on the topics that were determined by the teacher. There would be three meetings in Cycle I and interaction based activities would be included in each meeting as the main action. The interaction-based activities which would be applied could be seen in the course grid and the lesson plans which were attached on the appendix E. To support the main action, there were some supportive actions that would be covered in the teaching and learning process. The main action and the supportive actions are presented below.

a. Applying interaction-based activities

There would be some interaction-based activities used in Cycle I, questioning and answering activity, sticking pictures, survey game and shopping game. Questioning and answering activity would be applied in all meetings in Cycle I. In the beginning of the lesson, the researcher would ask some questions related to the topic. It could improve the interaction between the teacher and the students and provide chance for the students to speak. The activities were also beneficial to activate the background knowledge of the students about the topic and to attract the students' interest to it.

Sticking pictures activities would be implemented in pair and in group. In pair work activity, the students should stick some pictures of food and beverages based on the table of days. It would be done while they were listening to the story. In the post-listening activity, the students would be grouped and work together to stick some pictures based on the sequence of the story.

Survey game and shopping game would be implemented on the next two meetings. They were chosen since they could provide more chances for the students to use the language to communicate and interact with other students in fun way. The students were encouraged to use the language without feeling afraid of making mistake. The fun atmosphere would make the students to get involved on the teaching and learning process.

b. Using the classroom English during the teaching and learning process

During the actions, the researcher would act as the teacher of the class. Classroom English was planned to be used during the teaching and learning process to make the students more familiar with English. Classroom English was planned to be used for several functions such as to greet the students in the beginning of the lesson, to ask condition, to check readiness, to check understanding, and to end the lesson. From the observation, the problem was identified that the students were still confused when the teacher used English. Therefore, in difficult aspects like giving instruction and presenting the materials, gestures and translation technique would be used.

c. Using media

Some pictures would be used as the media in Cycle I. The pictures would be colorful and the size would be big enough so all the students could see them clearly. The pictures would be used mostly in the presentation stage. In the first meeting, the pictures were also used in telling the story to maintain the students' attention and interest to the story.

d. Maximizing pair work and group work

Pair work and group work would be applied in some activities in the first cycle. The aim of the use of pair work and group work was to give more opportunities for the students to speak and to be actively involved in the classroom activities. On the first meeting, the students would work in pair and in group in sticking activities. In the next two meetings, the students would

work in pair practicing the language functions they learnt before playing the game.

e. Giving appreciation and reward

Appreciation and reward would be given to the students who could perform well in the activities. The appreciation and reward were given in the form of praise by saying “Good”, “Great”, and “Excellent”. The reward in the form of stars would also be given to the students who could finish the tasks well. It was expected that rewards could encourage everybody to be more active in the class.

All the planned actions would be implemented in the teaching and learning process. It was expected that the students would:

1. get involved and participate more actively in the lesson
2. be highly motivated to learn English
3. be confident to speak English and not be afraid of making mistakes in speaking
4. improve their comprehension and be accustomed to listening to English.

2. Actions and Observation in Cycle I

The complete description of actions and observations in Cycle I are presented in the following discussion.

a. Using interaction-based activities to improve the students' involvement in the teaching and learning process

Meeting I

In the first meeting, the students listened to the story of “*The Very Hungry Caterpillar*”. They were excited because the English teacher never did it in the class before. In the pre-listening activity, some pictures were showed to the students. The pictures were colorful and interesting. Questioning and answering activities were applied while the pictures were showed. At first, the questions were in English. The students seemed confused and did not understand the questions. Only some students tried to answer the questions in low voice although they had been encouraged to answer the questions loudly without being afraid of making mistakes. After the questions were translated into Indonesian, almost all students answered loudly. However, because of the limitation of vocabulary mastery, the students answered the questions mostly in Indonesian. The researcher helped them to answer the questions in English. It can be inferred from the vignette below.

R= Researcher	ET= English teacher
<p>.... “Do you know what picture is it?” asked R to the students by showing a picture of apple. Some students whispered apel. “Louder, Please. <i>Jangan takut salah. Gambar apa,</i>(Don’t afraid of making mistakes. What picture is it,) Kids?” R asked in Indonesian. All the students answered loudly “<i>Apeeellll.(Aple.)</i>”. ”What is it called in English?” some students only smiled and keep whispering apel but one of them screamed “<i>Ngomong apa sih Miss, aku ra dong</i>” (What are you talking about, Miss, I don’t get it). “What is it called in English, <i>bahasa Inggrisnya apa</i> (What is it called in English?), kids? <i>Ada yang tahu?</i> (Anyone knows?)”. “Apple” some female students answered with correct pronunciation. “Very good! It is apple.” Then R said apple and asked the students to repeat after her “Repeat after me, an apple!”. “Do you</p>	

like apple? *Suka sama apple?*(Do you like apple?)” R tried to stimulate the students to speak by giving questions related to picture. The students answered that they liked it. Some other questions were asked like “What is the colour of the apple?”, “Is it red or green?” Some other pictures were showed and questioning and answering activity was continued. The students answered R’s questions mostly in Indonesian. R helped them to answer in English and sometimes corrected their pronunciation.

(Vignette 3, Oct 5, 2013)

Questioning and answering activity was also done while the story was told. The students started to feel comfortable in answering the questions. When they did not understand the questions, they waited for the researcher to translate the questions into Indonesian. Most of them answered the questions enthusiastically. The class became a bit noisy. Then, they were asked to raise their hands before saying something to reduce the noise. At first the students were hesitated to raise their hands. The stars were used to motivate them. It can be revealed on the following interview transcript.

R= Researcher

ET= English teacher

... Then R told the story by showing some pictures. To maintain the students’ attention, she asked some questions to the students while telling the story like “What do you see in the picture?”, “The caterpillar was hungry. What do you do when you are hungry?”, “What picture is it?”, “Do you like apple?” “Can you guess how many days the caterpillar stay inside the cocoon?”. She sometimes used gestures to make the students understand the story. She also used bilingual language. The students started to feel comfortable in answering the questions. The class becomes a bit noisy. Then the researcher asked the students to raise their hand if they wanted to say something. At first the class became so quiet. The researcher then used stars to motivate them. Those students who were active would get the stars....

(Vignette 3, Oct 5, 2013)

While listening to the story, the students were asked to stick pictures of food and beverages on the table of days. The students worked in pair and were enthusiastically doing the activity. Some students tried to ask the researcher whether they stuck the right pictures on the right column or not. Then, the students were encouraged to be more confident with the answer that they had already discussed together with their pairs.

Gestures were used to help the students to guess the meaning of some words. The gestures seemed to successfully help the students. They could guess the meaning without waiting for the researcher to translate the words. It can be revealed in the following vignette:

R = Researcher

ET= English Teacher

...

She used a picture of caterpillar and showed some gestures using her hands to help the students guessing the meaning of the title. "Tiny, what is tiny?" asked R. She used her hand to show that something was small. "Kecil Miss?(Small.)". "Iyaaa...kalo very hungry, maksudnya apa?(Yes. How about very hungry?" asked R while touching her stomach. "*Sakit perut?*(Got stomachache?)"some students answered R's question. "No!" said the teacher. "*Laparrrr?* (Very hungry?)" the students tried to guess. "Iyaaa, lapar, jadi Caterpillar, *ulatnya, kecil dan lapar* (Yes, hungry. So The Caterpillar was tiny and hungry.)

(Vignette 3, Oct 5, 2013)

In the next activity, the students were grouped into 5. They stuck some pictures based on the sequence of the story. Before they stuck the pictures, they conducted a group discussion. Generally, the students could work together well.

They enjoyed the activity. It could be revealed from the interview transcript below.

R = Researcher	S= Student
R	: <i>Masih ingat nggak dek, tadi di kelas ngapain aja?</i> (Do you still remember what we did in the class?)
S10	: <i>Mendengarkan cerita.</i> (Listened to the story.)
R	: <i>Judulnya apa?</i> (What is the title?)
S10	: <i>Ulat.</i> (Caterpillar.)
R	: <i>Hehe...Yakin judulnya Cuma ulat??</i> (Are you sure it is the title?)
S10	: <i>Ah, lupa Miss. Opo to, Riz?</i> (I forget it. What is it, Riz?)
S14	: <i>Caterpillar Miss. Hungry Caterpillar.</i>
R	: <i>Huum, The Very Hungry Caterpillar. Trus abis dengerin cerita kalian ngapain?</i> (What are you doing after listening to the story?)
S10	: <i>Nempel- nempel, Miss.</i> (Stuck pictures)
R	: <i>Nempel apa?</i> (What did you stick?)
S10	: <i>Yo gambar to, Miss.</i> (Pictures.)
R	: <i>Nempelnya berdasarkan apa?</i> (How did you stick?)
S10	: <i>Diurutkan Miss. Tentang kupu- kupu.</i> (We had to stick it in order. It's about caterpillar.)
R	: <i>Susah tidak?</i> (Is it difficult?)
S10	: <i>Nggak.</i> (No.)
R	: <i>Jadi senang nggak dengan aktivitasnya?</i> (So, do you like the activity?)
S10	: <i>Iya, Miss. Seneng.</i> (Yes.)
(Interview transcript 5, Appendix A)	
R	: <i>Ibnu, tadi kok gojek wae. Asik nggak kegiatan tadi?</i> (Ibnu, you played around during the lesson. What do you think about the lesson?)
S9	: <i>Asik, Miss. Besok nempel- nempel lagi, Miss?</i> (It's fun. Will we stick pictures again tomorrow?)
R	: <i>Besok banyak kegiatan yang sama asiknya.</i> (There are many fun activities for tomorrow.)
(Interview transcript 7, Appendix A)	

The activity was interesting. Generally, the students were interested to it. However, a weakness was found during the activity. The researcher did not introduce any language functions which could be used during the discussion. As the result, all students used Indonesian in conducting discussion with their friends. It was described in the following vignettes.

R= Researcher

Before sticking the pictures, the students conducted a discussion with their group friends. They shared their understanding about the story and stuck pictures together. However, the students still used Indonesian and their local language during the discussion. R did not introduced any language functions which could be used during the discussion.

Meeting II

Questioning and answering activity was used in reviewing the topic on the previous meeting. Some students still mispronounced some vocabularies that they learnt in the previous meeting. The researcher corrected the students' pronunciation before continuing the lesson. She showed the pictures again and asked her students to repeat what she said.

Survey game was used as the main activity in the second meeting. The students were happy when the researcher told them that they would have a game. The rule of the game was told by using bilingual language to make the students easily understand it. The activity was successful to motivate the students to speak English. During the game, they walked around and asked their friends about their like using the language function they learnt. Some students still got difficulties in

remembering the names of food and beverages. The worksheet that they had to fill in only contained pictures without the English names. The students helped each other to remember the names of the food and beverages in the pictures. The fun atmosphere in the class made the students more comfortable in using the language. They were happy in joining the activities. It can be inferred from the interview transcript below.

R = Researcher	S= Student
R	: <i>Gimana pelajaran tadi?</i> (What do you think about the lesson?)
S7,S14	: <i>Asik Miss.</i> (It's fun.)
R	: <i>Kalian sudah tanya ke semua temanmu belum?</i> (Have you asked all of your friends?)
S7	: <i>Kurang 12, Miss.</i> (12 remaining, Miss.)
R	: <i>Kalau kamu?</i> (How about you?)
S14	: <i>Baru 11 Miss.</i> (It's only 12, Miss.)
R	: <i>Kalian ingat nggak, tadi ekspresi yang digunakan apa?</i> (Do you still remember the language function learnt?)
S7	: Do you like bla bla bla
R	: <i>Miss Murni punya gambar ini, coba tanya ke Miss Murni.</i> (I have this picture, try to ask it to me.)
S7	: Do you like peer?
R	: Yes, I do. ...

(Interview transcript 10, Appendix A)

During the game, the class became noisy. The students enthusiastically spoke English with their friends. English teacher who observed the process of the class activities agreed that survey game could motivate the students to get involved more on the teaching and learning process. It could be inferred from the following interview transcript.

R = Researcher	ET= English Teacher
...	
R	: <i>Kalo kegiatan yang kemarin bagaimana, Bu? Yang survey game.</i> (How about the activities in the previous meeting? It's survey game.)
ET	: <i>Kalau yang itu dulu saya pernah pakai cara itu pas ngajar di SMP.</i> (I used it when I taught Junior High School.)
R	: <i>Ibu sudah pernah menerapkan itu disini?</i> (Have you applied it here?)
ET	: <i>Belum.</i> (Not yet.)
R	: <i>Kenapa belum, Bu?</i> (Why?)
ET	: <i>Kalau di SD saya lebih sering ke translationnya. Mungkin besok saya pakai ini juga, biar variasi.</i> (In Elementary school I focused the learning on the translation. But tomorrow I may use it for variation.)
R	: <i>Terus menurut Ibu bagaimana? Maksud saya sikap anak- anak terhadap kegiatan tadi.</i> (So what do you think? I mean what do you think about the students' response to the activity?)
ET	: <i>Bagus, Mbak. Anak- anak aktif. Besok saya coba.</i> (It's good. The students were active.)
...	
(Interview transcript 14, Appendix A)	

The game provided chances for the students to speak English. However, the English teacher found a weakness from the implementation of the game. She thought that the class was not well monitored. Some students still used Indonesian instead of English during the activity. It could be inferred from the interview transcript below.

R= Researcher	ET= English teacher
ET	: <i>...Tapi tadi masih belum termonitor dengan baik ya, Mbak. Yang dibelakang tadi ada beberapa yang masih menggunakan Bahasa Indonesia.</i> (But it han't been monitored well. Some students in the back used Indonesian.)
R	: <i>Iya, Bu.</i> (I see)
ET	: <i>Itu tadi sudah baik, tapi kayanya lebih baik lagi kalau ada cara gimana biar anak- anak nggak curang.</i> (It has been so good, but it

will be better if we find a way to make all of the students use English.)
 R : *Nggeh, Bu.* (Okay.)

(Interview transcript 14, Appendix A)

An interview was done to one of the students who used Indonesian during the activity. From the interview, it was found that the students were still shy and afraid of making mistakes. It could be revealed in the interview transcript below.

R	= Researcher	S= Student
R	: <i>Dek, tadi masih pake Indonesia ya.</i> (Did you still use Indonesian in the activity?)	
S18	: <i>Nggak bisa e, Bu.</i> (I couldn't use English.)	
R	: <i>Masak, kan tadi udah diajari.</i> (We have learnt it before.)	
S18	: <i>A mengko salah.</i> (I am afraid of making mistake.)	
R	: <i>Salah nggak apa- apa. Kalau nggak dicoba nggak tau salahnya.</i> (Making mistake was okay. If you didn't try, you would never know your mistakes.)	

(Interview transcript 9, Appendix A)

Meeting III

Shopping game was used as the main activity on the third meeting. Before playing the game, all of the students practiced the language function with their pairs. Generally, they were highly motivated to practice the language with their pairs since they knew that they were going to play a game.

In the beginning of the game, the students looked too excited to play the game. As the consequence, they produced too much noise. The researcher tried to handle the class but the noise could not be reduced because the game required the students to run around the classroom. Then, she decided to move the class to the

mosque so that the students could enjoy the game without disturbing other classes. The students enjoyed playing the game. By using the language function in the game, they could remember it easier. It can be inferred from the following interview transcript:

R = Researcher		S= Student
R	: <i>Tadi capek nggak?</i> (Are you tired?)	
S1	: <i>Ho'o Bu, eh Miss. Keringetan. Tapi asyik.</i> (Yes, I was sweating. But it's fun.)	
R	: <i>Tadi jadi leader berapa kali?</i> (How many times did you become the leader?)	
S1	: <i>Pindo Miss. Tadi Arsyia urik kok. Ndisik ak le nyekel kertase.</i> (It's been twice. Arsyia cheated. I touched the paper first.)	
R	: <i>Hehe..Nah ini Miss Murni punya gambar ini. Tadi kalo mau minta sesuatu bilanganya apa?</i> (Look, I have this picture. If you want to ask it, what do you say?)	
S1	: Can you give me some lollipops?	
R	: Sure.	

(Interview transcript 12, Appendix A)

b. Using classroom English during the teaching and learning process

Classroom English was used during the teaching and learning process to make the students familiar to English. In the opening of the lesson, the researcher greeted the students by saying "Good morning". Then, she asked the students condition by saying "How are you today?". In the first meeting, only some students responded to it by repeating what they heard while some other students seemed confused. They did not know how to respond to it appropriately. It could be seen on the vignette below.

R = Researcher

ET= English Teacher

.... “How are you today?” R asked the students’ condition. Some of the students answered by repeating what the R said. “No, *harusnya dijawab* I am fine, thank you. (You should answer it by saying I am fine, thank you!)” R corrected the students’ mistake...

(Vignette 3, Oct 5, 2013)

The English teacher actually used the same expressions every morning but the students did not pay attention and easily forgot it. It could be seen in the vignette below.

R = Researcher

ET= English Teacher

....ET asked the students condition by saying “How are you today?”. Some students respond by repeating “How are you today”. The teacher corrected the students’ mistake “No no, *jawabnya bukan itu*. (It wasn’t the appropriate answer.) I am fine, thank you!’ and only some students repeated what ET said....

(Vignette I, July 20, 2013)

The researcher firstly corrected the students mistakes and told how to respond to it appropriately. To make them easily remember the expressions, they were taught “How are you” song. The song, then, was always used to open the teaching and learning process for each meeting. The students were excited because most of them like to sing. Their English teacher rarely used songs in teaching. It can be revealed in the interview transcript below.

R = Researcher

S= Student

R : *Kalau yang menyanyi gimana, dek? Suka nggak kalau diajari pakai lagu?* (How about singing a song? Do you like it when I used it in teaching?)

S14 : *Suka dong, Miss. Jadi mudah inget.* (I like it. I could remember the expression easier.)

R	: Ms. Umi <i>sering ajari lagu juga yah?</i> (Does Ms Umi use song in teaching?)
S14	: <i>Nggak, Miss. Eh dulu pernah sekali yang hewan- hewan itu. Tapi sekarang nggak pernah.</i> (No. She used only once, in teaching about animals. But now she rarely used it.

(Interview transcript 10, Appendix A)

The researcher also used English expressions and instructions in the teaching-learning process, such as “Have a seat”, “Sit down, please”, “Silent, please”, and “Stop talking”. The students had been already familiar with those expressions. They could respond appropriately. However, the students were still confused when English was used in calling the roll by saying “Who is absent today”. They were not familiar with the expression.

. The students also had to use English when they wanted to go to the toilet. At first, they refused to do it. They were not confident to speak English. The researcher kept encouraging them to do it. She taught the appropriate expressions to be used and asked them to repeat it. The description can be seen in the following extract:

R= Researcher	ET= English Teacher
----------------------	----------------------------

Two students interrupted R and came to the front of the class. One of them asked permission to go to the toilet “*Bu, mau ke belakang.*(May I go to toilet?)”. R stopped them and asked them to use English. “*Coba tirukan Miss Murni (Repeat after me.), May I wash my hand?*”. “*Ah gag bisa, bu.* (I couldn’t do it)” the students refused to speak English. The teacher encouraged the students to speak “*Salah nggak apa- apa. Coba dulu.* (Making mistake is okay. Try it.). May I wash my hand”. The two students followed what R said and they were permitted to go to the toilet after they used the expression correctly. R then introduced the expression to other students and asked the students to use English everytime they wanted to go to the toilet.

(Vignette 4, Oct 7, 2013)

To check the students' understanding, the expressions like "Do you understand?" and "Is there any question?" were used. "Are you ready" was used to check the students' readiness to begin the activities. The students were also asked to lead the prayer using English in the end of the class. They used expression "Let's pray together, begin" and said "finish" when it ended. The students were still confused with the classroom English since they were not familiar with the expressions. The researcher translated the expressions to Indonesian first, therefore the students could respond to it well. The students needed more time to get familiar with the expressions. It could be inferred from the interview transcript below.

R = Researcher	S= Student
R	: <i>Oya, Miss Murni kan sering pakai Bahasa Inggris dikelas. Kalian paham nggak?</i> (Miss Murni often used English in the class. Did you understand what I talked about?)
S6	: <i>Paham kok, Miss.</i> (I did.)
R	: <i>Intan paham nggak?</i> (How about you, Intan?)
S11	: <i>Kalau yang sering diucapkan miss murni itu paham miss. Cuma kadang- kadang lupa.</i> (For those which were repeated for so many times I could understand, but sometimes I forgot it.)
R	: <i>Yang sering diucapkan itu yang mana? Hehe.</i> (Which expressions were repeated?)
S11	: <i>Itu hlo, Miss, kaya good morning, how are you.</i> (for example good morning, how are you.)

(Interview transcript 11, Appendix A)

Some other students were also interviewed. They said that they still got difficulties in understanding what the researcher said in English without

translating it into Indonesian. It could be revealed in the following interview transcript.

R = Researcher	S= Student
R	: <i>Kalian suka nggak kalo miss murni pakai bahasa inggris dikelas?</i> (Do you like it if I use English in the class?)
S1	: <i>Suka miss. tapi kadang- kadang nggak dong.</i> (I like it, but sometimes I did not understand.)
R	: <i>Hlo, kan miss Murni sering nranslate ke Indonesia.</i> (I've translated it into Indonesian.)
S1	: <i>Ya kalo di Indonesiain paham, Miss. Kalo nggak ya gag paham.</i> (If you translate it, we understand, If not, we don't.
R	: <i>Kalau kamu?</i> (How about you?)
S2	: <i>Sama, Miss.</i> (So do I)

(Interview transcript 12, Appendix A)

c. Using Media

Pictures were used to introduce some vocabularies related to the topics to the students. In the first meeting, pictures were also used while the researcher told the story. By using the pictures, the students could understand the story easier. In addition, the interest of the students toward the story could also be maintained.

The use of the pictures successfully attracted the students' interest to the teaching and learning process. It also helped the students to remember English word easier. It could be seen from the interview transcript below.

R = Researcher	S= Student
R	: <i>Kalian suka nggak kalo Miss Murni bawa gambar?</i> (Do you like it when I bring pictures?)
S1	: <i>Suka, Miss.</i> (Yes, I do.)
S2	: <i>Itu nggambar sendiri ya, Miss?</i> (Did you draw it by yourself?)
R	: <i>Hehe, ada yang nggambar sendiri ada yang nggak. Sukanya kenapa?</i> (Some of them I drew by myself. Why do you like it?)
S1	: <i>Ya suka, Miss.</i> (I just like it.)

-
- R : *Mbantu kalian ingat- ingat kata nggak?* (Did it help you to remember the new vocabulary?)
 S1 S2 : *Iya, Miss. (Yes.)*
 S3 : *Aku isoh Miss nggambar sek es krim mau.* (I can draw ice cream.)
 R : *Es Krim?* What is it called in English?
 S3 : Ice Cream

(Interview transcript 12, Appendix A)

The pictures used as the media were colorful. Their sizes were big enough. All students could see them well. It could be inferred from the interview transcript below.

R = Researcher

S= Student

ET= English teacher

-
- R : *Gambarnya kelihatan nggak dari belakang?* (Could you see the pictures from the back?)
 S24 : *Keliatan kok, Miss.(Yes, we could)*
 R : *Kamu, yang tadi duduk dipojok kanan kan, kelihatan jelas?* (Did you sit in the right corner? Could you see the picture clearly?)
 S24 : *ngg, iya. (Yes.)*

(Interview transcript 13, Appendix A)

- R : *Kalo tentang gambarnya bagaimana, Bu?* (How about the picture, Ma'am?)
 ET : *Gambar yang tadi dipake diawal tadi ya?* (The pictures that you used in the presentation?)
 R : *Iya. (Yes.)*
 ET : *Kalo masih muda lincah ya cari gambar. Saya sudah tua e.* (Young teacher is more creative to find pictures. I am too old.)
 R : *Hehe. Ukurannya kurang besar tidak, Bu?* (Is it big enough?)
 ET : *Itu tadi sudah kelihatan. Tapi kalo bisa lebih besar kayanya lebih bagus ya.* (It's quite big. But if bigger is possible, I think it will be better.)

(Interview transcript 14 Appendix A)

d. Maximizing pair work and group work

Pair work activities were used in all meetings in Cycle I while group work activities only used in the first meeting. In the first meeting, the sticking activity was done in pair. The students worked in pair and stuck the pictures while listening to the story. In the post-listening activity, the students worked in group and stuck the pictures based on the sequence of the story. The students conducted a discussion and shared their understanding about it.

In the group activity, most of the students enjoyed working together with their friends. Only one student refused to join their friend. She stayed sitting on her own desk. The researcher had already persuaded her to join her friend to do the task but she kept refusing.

R = Researcher

ET= English Teacher

... The next activity was R asked the students to work in group and stuck pictures based on the sequences of the story. Each group consisted of 6 students. One student in the back refused to work together with her group. She stayed sitting on her desk. R tried to persuade her to join in the group discussion but she kept refusing. Finally R gave individual task for her and continued monitoring the students' work....

(Vignette 3, Oct 5, 2013)

The student was a shy and introvert girl. She kept silent all day and did not make good social interaction with their friends. It can be inferred from the interview which was done to her and the English teacher.

R = Researcher

S= Student

ET = English Teacher

-
- R : Marsita, *tadi kenapa kok nggak mau gabung sama temen-temennya?* (Marsita, why didn't you join your friend in group activities?)
- S1 : ...
- S2 : *Ra bisa ngomong kok kui, Bu.* (She cannot speak, Ma'am.)
- R : *Jangan gitu sama temennya. Kenapa tadi, Sit?* (Don't mistreat your friend. What's the matter, Sit?)
- S1 : *Nggak papa.* (Nothing.)

(Interview transcript 8 Appendix A)

- R : *Bu, kalau pas hari pertama kemarin saya pakai kerja kelompok. Tapi ada satu anak yang tidak mau bergabung sama teman-temannya.* (In the first day, I used group work activities. But there was a student who refused to join her friend.)
- ET : Salma atau Ridan?
- R : *Bukan, Bu, Marsita.* (No, she is Marsita.)
- ET : *Oh Marsita. Iya dia memang tidak suka berbicara. Tapi dia bisa kalau diberi tugas.* (She did not like to speak. But she usually can do the tasks well.)
- R : *Iya, Bu. Kemarin saya beri tugas mandiri dan dia bisa mengerjakan...* (You are right. I finally gave her individual task and she could do it well....)

(Interview transcript 14 Appendix A)

In the second and the third meeting, the students practiced the language functions they learnt with their pairs before they used it in the game. Generally, the students were enthusiastic in practicing the language. However, the researcher found that one of the students was still shy and lack of confident. She refused to practice the language with her partner. It could be revealed in the interview transcript below.

R = Researcher

S= Student

-
- R : *Kalo kamu, Salma, Salma bukan? Tadi pas disuruh praktek menggunakan ekspresi, kamu bisa tidak?* (How about you, Salma? When I asked you to use the expression, could you do it?)
- S12 : *Bisa.* (Yes.)
- R : Do you like ice cream?
- S12 : ...
- R : *Dijawab apa?* (What is your answer?)
- S12 : *Nggak bisa* (I can't.)
- S14 : *Dia tadi diajak praktek juga nggak mau, Miss. Yaudah aku tadi praktek sama Intan.* (She did not want to practice with me. I finally practiced it with Intan.)

(Interview transcript 14 Appendix A)

e. Giving appreciation and reward

The appreciation was given to the students by saying “Good job”, “Excellent”, “Very Good”, and “Well done” for the students who could finish the tasks well. The students who answered the researcher’s question correctly were also appreciated. It can be revealed in the vignette below.

R = Researcher	ET= English Teacher
....What is it called in English, <i>bahasa Inggrisnya apa</i> (What is it called in English), kids? Ada yang tahu?” (Anyone knows?). “Apple” some girls answered with correct pronunciation. “Very good! It is apple.” Then R said apple and asked the students to repeat after her.	

(Vignette 3, Oct 5, 2013)

The reward given to the students was in the form of stars. The researcher promised that she would give a gift to the student who got the most stars in the last meeting. The students became more motivated in joining the class activity. When the students made noise in the class, their star would be taken back. It made the class become more conducive. The students were happy to get the stars. It encouraged them to behave better in the class. The interview transcript below

describes the students' feeling towards the existence of rewards during the teaching and learning process.

R = Researcher	S= Studen
R	: How about you Eva? Do you like the activities?
S14	: <i>Suka</i> , Miss. (I like it)
R	: <i>Hari ini kamu dapat bintang ya..</i> (You got a star today, didn't you?)
S14	: <i>Iya</i> Miss, <i>dapet</i> . (I did.)
R	: <i>Tadi kok dapat bintang kenapa?</i> (Why?)
S14	: <i>Pas</i> Miss Murni <i>tanya artinya</i> porridge, <i>aku tau</i> , Miss. (I remembered what porridge was.)
(Interview transcript 10, Appendix A)	
R	: Gally <i>sudah dapat bintang berapa?</i> (Gally, How many stars did you get?)
S24	: <i>Baru satu</i> Miss. (Only one.)
R	: <i>Suka nggak dapat bintang?</i> (Do you like to get star?)
S24	: <i>Suka</i> Miss. <i>Besok kasih lagi ya</i> Miss.(Of course. Would you give me star again tomorrow?)
S8	: Miss Miss, <i>aku udah dapat tiga</i> .(I got three)
R	: Excellent
(Interview transcript 13, Appendix A)	
ET	: ... Oya, <i>Pemberian bintang ke anak- anak sepertinya sangat efektif ya</i> , Miss. <i>Ada persaingan dikelas jadi anak- anak semangat</i> , (... About giving the students stars as rewards, I think it is so effective. The competition among the students could increase the students' motivation.
R	: <i>Iya bu. Anak- anak sangat tertarik</i> . (I do agree with you. The students were really interested.)
ET	: <i>Wah itu bagus sekali. Besok kula tak ngangge juga</i> , Miss. (It is so good. I will use it later.)
(Interview transcript 14, Appendix A)	

3. Reflection

After conducting the actions in Cycle I, the teacher and the researcher conducted a discussion to make some reflections. In the discussion, we analyzed the data from the observations and the interviews to evaluate the actions conducted. Everyone was free to express their opinions, feelings and suggestions related to the implemented actions. The following were the results of the reflection.

a. Using interaction- based activities

- 1) Using questioning and answering activity in the beginning of the lesson could build the English atmosphere on the class. It successfully attracted the students' interest to the topic. The activity also gave chances for the students to speak English in answering the researcher's questions. In fact, not all of the questions were fully answered in English but the students became more interested to the topics.

- 2) Sticking pictures

Sticking pictures activities were successful to improve the students' involvement on the class activities. The activities were interesting for them. In doing the activity, the students worked in group and shared their understanding about the story. However, the students still used Indonesian in discussing the story. The researcher did not introduce any language functions which could be used in the discussion.

3) Survey game and shopping game

Using survey game and shopping game as the main activities in the teaching and learning process successfully improved the students' involvement. The activities provided more chances for the students to speak, to listen and to interact with others. The students were encouraged to use the language that they learnt in the game. The fun atmosphere in the class made the students more confident to speak English without worrying of making mistakes. However, some students were cheating by using Indonesian in playing game. The researcher had to pay more attention and monitored the run of the game.

b. Using the classroom English during the teaching and learning process

Using classroom English in the class during the teaching and learning process was successful to make the students get accustomed with English. Classroom English was used regularly in the class. It was implemented in the opening, main activities and closing. Several same expressions in greeting, calling the roll, leading prayer, checking understanding, checking readiness and leave taking were used in all of the meeting. However, the students easily forgot the expressions. They could respond appropriately only when the expressions were translated into Indonesian. In the next cycle, the habit of using classroom English should be maintained to make the students more familiar with the expressions.

c. Using media

The use of interesting media was successful to attract the students' interest to the topic and to reduce the boredom of the students. The picture helped the students to remember the vocabularies easier. Generally, the students became more enthusiastic to the learning activities when the researcher used pictures.

d. Maximizing pair work and group work

Pair work and group work activities successfully made the students got involved more on the teaching and learning process. Group work could make the students do the task easier because they had chance for discussing their ideas. However, some students were passive in the group discussion. In the next cycle, the number of members in each group would be reduced. It was expected that all students could be more active in the group discussion.

e. Giving appreciation and reward

Giving appreciation and reward successfully improved the students' motivation to join the classroom activities. Most students enjoyed praise and rewards. Such attention made them feel worthy. It motivated them to work harder and to behave better.

In summary, the main action and supportive actions implemented in the Cycle I were successful to make the students get involved more in the teaching and learning process. However, the involvement of the students had not been significantly improved. Some weaknesses were found during the implementation of the actions. First, some of students were still not confident and used Indonesian during the activity. Second, the students easily forgot the classroom

English that the researcher used. They could not respond appropriately if the expressions were not translated. Third, some students were not active during the group discussions.

After conducting a discussion, the English teacher and the researcher decided to continue the research on Cycle II to solve some weaknesses appearing in Cycle I. The summary of the reflection and conclusion of Cycle I and the recommendation for Cycle II could be seen on the table below.

Table 3: The summary of the reflection and conclusion of Cycle I and recommendation for Cycle II

Action in Cycle I	Reflection in Cycle I	Conclusion in Cycle I	Recommendation for Cycle II
Using interaction-based activities	Using interaction-based activities were successful to improve the students' involvement in the teaching and learning process. However, some of the students still used Indonesian in activities.	This action would be sustained in Cycle II with improvement.	The activity should be more various. The students should be monitored better since some of them still used Indonesian in the activity.
Using classroom English	Classroom English was successful to make the students more familiar with English. However, some students still forgot how to respond to some expressions appropriately	This action would be sustained in Cycle II with improvement.	Classroom English would be used regularly. The translation would be reduced.
Using media	Media used were successful to attract the students' interest to the	This action would be sustained in Cycle II with	More various media would be used

	topic so the students could get involved more on the teaching and learning process. However, the media did not vary.	improvement.	
Maximizing pair work and group work	Group work and pair work activities were successful to improve the interaction and the involvement of the students. However, some students were not active in the discussion because the members of the students in a group was too many	This action would be sustained in Cycle II with improvement.	The number of the member of the group should be reduced
Giving appreciation and reward	Giving appreciation and reward was successful to increase the students' motivation so they could work harder and behave better in the class.	This action would be sustained in Cycle II with improvement.	The actions should be continued in the next cycle

C. Cycle II

1. Planning

Based on the reflection, the researcher found that the involvement of the students had not been significantly improved. She noted some weaknesses which appeared during the implementation of the actions. The first weakness was related to the students. Generally, they enjoyed the activities. However, some of them

were still not confident and used Indonesian during the activity. The second weakness was related to the use of classroom English. Classroom English helped the students to get more accustomed with English. However, the students easily forgot and could not respond some expressions appropriately. The last weakness was related to the group work activity. The members of each group were too many. It made some students were not involved actively in the group discussion.

After conducting a discussion, the research members decided that Cycle II would focus on the same problems found in Cycle I. The actions implemented in Cycle I would be continued in Cycle II with some improvement. The improvement was made to solve some weaknesses that appeared. By solving the weaknesses, it was expected that the students would be more interested on the teaching and learning process and their involvement would significantly improved.

The main action implemented in Cycle II was using interaction-based activities. In the planning phase, the researcher chose the activities which would be used and developed a course grid using some topics given by the English teacher. In the course grid, it could be seen the interaction-based activities which would be used during Cycle II. After writing the course grid, lesson plans were developed based on it. The media used to support the learning were also made. The complete course grid and the lesson plans could be found in Appendix E.

The main action and the supportive actions used in Cycle II were briefly described below.

a) Using interaction-based activities

In Cycle II, the researcher would use information gap, direction game and survey game. Questioning and answering activity was also used in the beginning of the lesson. In the first meeting, information gap would be used as the main activity. Each student would get an ID card which consisted of new name and new job. They had to ask their friends' names and jobs using the expressions that they learnt.

In the second meeting, the topic was about public places. Direction game would be used as the main activities. In the game, the students worked in a group of four. One of the students would be eye-blinded while the other students had to give directions to him/ her to reach certain public places determined by the researcher.

In the third meeting, the topic was about things in the classroom. The language function was asking and giving information. Survey game would be used as the main activity in the meeting. The rule of the survey game would be the same as the rule of survey game in Cycle I.

b) Using classroom English

The habit of using classroom English in Cycle I would be continued in Cycle II. The same expressions would be used until the students got familiar. After they could respond appropriately, the researcher would introduce different expressions for variation. In Cycle II, the use of translation would be reduced. However, in telling the rule of the game, bilingual language would still be used to help the students to understand easier.

c) Using media

The media used in Cycle II would be more various. In the first meeting, ID cards and some pictures would be used. In the second meeting, a map and pictures would be used. In the last meeting, the researcher would use real media since they were easy to find in the classroom. The use of various media was aimed to attract the students' interest and to motivate them to get involved more in the teaching and learning activities.

d) Maximizing pair work and group work

Pair work and group work would be used in Cycle II. In grouping technique, the number of the members of each group would be reduced. Each group would consist of four students. The reduction was aimed to provide more chances and opportunities for each student to get more involved on the group discussion.

Sticking activity would be used in pair in the second meeting. Before the students did the activity, some language functions would be introduced so the use of English in the discussion could be maximized.

e) Giving appreciation and reward

In Cycle II, verbal appreciation would also be used to motivate the students. Some stars would be given as rewards to the students who behaved well and could finish their tasks on time. In the end of Cycle II, a gift would be given to the students who had the most stars.

2. Action and observation

a. Using interaction-based activities to improve students' involvement in the teaching and learning process

Meeting 1

In the first meeting of Cycle II, the topic was profession. In questioning and answering activity, the students still used Indonesian in answering the questions. Almost all of the students shouted and answered the questions together. The class became a bit noisy. They had already asked to raise their hands before answering the questions, but in fact, they raised their hand while shouting. It was described on the following vignette.

R = Researcher	ET= English Teacher
<p>...R asked the students to mention some professions of people around them. The class became a bit noisy because all of the students wanted to answer the teacher's question. Then, the researcher asked the students to raise their hands before saying something. The students raised their hands but they kept shouting. Most of the students answered the question in Indonesian. R helped them to say it in English. Then, R showed some pictures to the students. "Look at the picture, he is Mr. Ahmad. Do you know what is he? <i>Pekerjaannya</i> Mr Ahmad <i>apa?</i>(What is Mr. Ahmad?)". The students answered "<i>Polisi bu.</i>(A Policeman)". "A policeman, repeat after me, a policeman...He is a policeman". The students repeated what the teacher said. After that, R asked some questions to the students such as "Where does the policeman work? <i>Kerjanya dimana?</i>(Where does he work?)" "Who wants to be a policeman?", "Where does teacher work?", "Where does the nurse work?"</p>	
(Vignette 6, Oct 20, 2013)	

To know the students' feelings toward questioning and answering activity, some students were randomly chosen to be interviewed. They said that at first they were nervous to answer the questions because they were afraid to make

mistakes. Then, after the researcher encouraged them to speak and said that making mistakes were okay, they started to be more confident. They also wanted to get the stars so that they became more active. It could be inferred from the interview transcript below.

R = Researcher	S= Student
R	: <i>Oya, Kalau diawal pelajaran kan Miss Murni suka tanya- tanya. Kalian takut njawab nggak?</i> (In the beginning of the lesson, I usually asked some question. Did you afraid to answer the question?)
S28	: <i>Nggak takut, Miss, Cuma malu. Nanti kalau salah diketawain.</i> (I was not. I was just embarrassed. I worried that I'd be laughed for making mistakes.)
R	: <i>Hloo, kan nggak diketawain. Tadi masih malu juga?</i> (But no one would do so. Were you embarrassed in this meeting too?)
S28	: <i>Udah enggak.</i> (I wasn't.)
R	: <i>Kalau kamu, Ntan?</i> (How about you?)
S11	: <i>Sama, Miss.</i> (So was I.)

(Interview transcript 15, Appendix A)

The next activity was sticking pictures. It was done in pair. The students stuck the pictures of profession on the table of places where they work at. In the activity the students conducted a discussion with their pairs. They were encouraged to maximize the use of English during the discussion. Some expressions were introduced to the students like “What is he/she?” and “Where does he/she work?” Some students were happy to use English but some others were still shy and preferred using Indonesian to English. Only when the researcher came to them, they used English. The stars were used to motivate them. Each group who used English in the discussion would get stars. Because of that,

the students showed effort to use English. Some of the students still made mistake in pronouncing some words. They helped each other in correcting the mistakes.

After the students finished doing the task, the researcher checked the students work. Then, the lesson was continued. The next activity was information gap. In the activity, the students worked individually and they interacted to each other. The researcher distributed a new identity card for each student. The identity card included a new name and new profession. The students used the language to find out the new name and job of their friends. They were allowed to walk around and asked their friend using language functions that they had already learnt.

The researcher monitored the run of the information gap activities. Like what she did in the previous activities, she warned the students that she would not give the stars to the students who used Indonesian. The students were highly motivated. They used English during the activity. Moreover, they reported their friends who used Indonesian. The students enjoyed the activity. It could be inferred from the interview transcript below.

R= Researcher	S= Student
R	: <i>Tadi kegiatannya ngapain aja, dek?</i> (What did you do in the English class today?)
S28	: <i>Tadi tanya-tanya tentang pekerjaan</i> , Miss. (I asked my friends about their job.)
R	: <i>Tanyanya gimana?</i> (How did you ask?)
S28	: What are you?
R	: <i>Coba Intan?</i> (Try it, Intan.)
S11	: What are you?
R	: Good. <i>Tadi asyik nggak?</i> (Good. Are the activities fun?)
S28	: <i>Asyik</i> , Miss. (Yes, it is.)
R	: <i>Sulit nggak tanya- tanyanya?</i> (Was it difficult?)

S28 : *Nggak, Miss. Kan sudah diajari.* (No, you have taught us.)

(Interview transcript 15, Appendix A)

Meeting 2

The topic in the meeting II was about public places. The researcher began the lesson by asking the students to mention some public places around them. It seemed that some students were familiar with the vocabularies related to the topic. When they were asked to mention some public places, they could do it. They mentioned them in English although some of them still mispronounced the words. It could be revealed on the vignette below.

R= Researcher	S= Student
R asked the students to mention some public places around them. Some words were familiar to the students. They could mention them in English. Most of the students still have difficulties in pronouncing those words, for example when they wanted to say hospital, they pronounced it as /hospital/ instead of saying /'hɒs.pɪ.təl/. R corrected the students' pronunciation.	
(Vignette 7, Oct 25, 2013)	

Before doing the main activity, the students worked in pair to find certain public places in the map based on the researcher's instructions. At first, the students were noisy and did not hear the instruction. Then, the stars were used as rewards to the pair which could find the place in shortest time. The competition atmosphere appeared in the class. The students became more enthusiastically listen to the instructions and reduced the noise. It can be revealed in the vignette below.

R= Researcher

S= Student

Then she asked the students to work in pair and find a place on the map based on her instruction. In this activity, the students still got some difficulties because they could not differentiate between right and left yet. R asked them to write left on their left hand, and right on their right hand. It could help them to remember. At the beginning of the activity, the students were noisy and did not hear the instruction. Then R gave stars as rewards to the pair who could find the place in shortest time. The competition atmosphere appeared in the class. The students paid more attention to the R's instruction.

(Vignette 7, Oct 25, 2013)

Direction game was the main activity on the second meeting of Cycle II. In the game, the students worked in a group of four. One of the students was eye-blinded. Some tables and chairs were settled as the obstruction. The other members of the group gave direction to the one who was eye-blinded to reach certain public places.

Like usual, the students were happy to play the game. In playing the game, the student who was eye-blinded hit the table for many times. Worrying that the students would get hurt, the researcher changed the rule and asked another member of the group to follow the one who was eye-blinded and watch him/ her so that they would not hit the table. The one who followed the eye-blinded player should say nothing.

The other members of the group gave instructions in turn. Since they were various in level of proficiency, not all of the members could give clear instructions to his/ her friend. The other members and the researcher helped them who got difficulties. The game was ended after all of the groups got their turn.

Generally, the students were happy and enjoyed the game. It can be revealed in the interview transcript below.

R	= Researcher	S= Student
R	: Rieke, <i>tadi kegiatannya gimana?</i> (How was the activity?)	
S28	: <i>Asyik, Miss. Tapi takut e, tadi saya meh nabrak.</i> (It's interesting. But I was a bit afraid hitting the table.)	
R	: <i>Kan dibelakangnya ada Eva.</i> (Eva was on your back.)	
S28	: <i>Eva tu malah ngguyu terus, Bu. Aku nggak dibantu.</i> (She were laughing around. She didn't help me.)	
R	: <i>Hehe, tapi asyik kan ya.</i> (But you enjoyed it, didn't you?)	
S28	: <i>Iya</i> (Yes)	

(Interview transcript 18, Appendix A)

R	: <i>Hehe, gimana pelajaran tadi?</i> (How was the activity?)	
S1	: <i>Asyik Miss, sesuk ngegame neh yo Miss yo.</i> (It's fun. Will we play a game tomorrow?)	

(Interview transcript 19, Appendix A)

Meeting 3

The topic in the third meeting was things in the classroom. In the beginning of the lesson, the students were asked to mention things that they could find in their class. Most of the words which being learnt like table, pencil, ruler, book, bag, chair, and broom were familiar to the students. They could mention them in English. The researcher helped them to correct their pronunciation.

When the pictures were showed to the students, some questions about the number of the things in the picture were asked using expression "How many ... are in the picture?". From this questioning and answering activity, it was identified that the students still got difficulties in remembering number from 1-

20. Moreover, some of them did not remember number 1-10 except they mentioned them in sequence. Then, the researcher asked the students to sing ten little Indian song.

*One little two little three little Indians
Four little five little six little Indians
Seven little eight little nine little Indians
Ten little Indian boys*

The students were enthusiastically singing the song. Unfortunately, they kept not remembering the numbers. The researcher then asked them to write down the numbers on their hands. It helped them to remember number, therefore they could easily do the next activity. The next activity was done in pair. Each pair got a picture. They had to count the number of the things in the picture.

Survey game was the main activity in the third meeting. The rule of the meeting was still the same with the survey game used in Cycle I. The researcher distributed worksheet to the students. In the worksheet, there were some pictures such as bag, pencil, pen, pencil case, shoes, hat, eraser, and ruler. The students had to find out how many stuff that their friends had. They were allowed to walk around and to ask their friends using the expressions that had been learnt.

The survey game ran better in Cycle II. The students could be handled easier. They were happy to play the game. All students could use English well. Some students who looked not confident in Cycle I made progress in improving their self-confident. They used English without much encouragement. Moreover, they reported their friends who used Indonesian during the game. It was described in the vignette below.

R= Researcher

S= Student

...The students played survey game. R distributed worksheet to the students which showed some pictures such as bag, pencils, pen, pencil case, shoes, hat, eraser, and ruler. The students had to find out how many things in the pictures that their friends had. They were allowed to walk around and asked their friends using expression that has been learnt. The game ran better than survey game in cycle I. All students used English in talking to their friends. Moreover, they reported their friend who tried to use Indonesian. R monitored the run of the game. She corrected some students who were still mispronounced some words

(Vignette 8, Oct 27, 2013)

The researcher monitored the language used by the students during the game. Then, she ended the activities by giving feedbacks to the students' performance. She praised all of the students since no one of them used Indonesian.

b. Using classroom English during the teaching and learning process

The habit of using classroom English has already formed in Cycle I. In Cycle II, the researcher continued the habit. In opening the lesson, the students had been able to answer the classroom English appropriately. The situation in the class was described in the following vignette:

R = Researcher

ET= English Teacher

...After that, R called the roll by using the same expression that she used in the previous meeting, "Who is absent today". The students have already familiar with the expression and could answer appropriately by saying "None" because no one of them were absent

(Vignette 6, Oct 25, 2013)

The researcher started to introduce some other expressions for variation. For calling the roll, she used "Who is missing today?" Her students looked confused

at first, but then she explained that the meaning of the expression used was the same as “Who is absent today?” of which the purpose is to check attendance. It was described on the following vignette.

R = Researcher

ET= English Teacher

R called the role using another expression by saying “Who is missing today?”. The students looked confused with the new expression but one student could answer it by saying no one because all students came at that day. Then R explained that “Who is missing today” was the same expression as “Who is absent today” to check the students’ attendance.

(Vignette 7, Oct 25, 2013)

The students had been familiar with some other expressions. For asking permission to go to the bathroom, they used expression “May I wash my hand?” with correct pronunciation and intonation. However, some students were still shy but they did not refuse when the researcher asked them to use English for asking permission.

Some other expressions like expression for asking readiness, checking understanding, and leave taking had also been familiar to the students. They could respond appropriately when they heard the expressions used. Moreover, some students could use some expression like greeting and asking condition when they were outside the class.

In Cycle II, the students showed their improvement in confidence. They became more active in the class. Most of them answered the questions enthusiastically. Moreover, some students could respond to the questions in English although they still made mistakes on pronouncing some words. Gestures

and repetition were used a lot during the questioning and answering activities to reduce translations. However, bilingual language was still used to give instructions and explaining the rule of game because the students still got confused if it was presented fully in English.

The response of the students toward the use of classroom English in the class was positive. They were happy when the researcher used English in the class because they became familiar with English and could respond appropriately to some expressions. They were also happy because they had many chances to speak English. It could be seen from the interview transcript below.

R= Researcher	S= Student
R	: <i>Sekarang kalo miss Murni pakai bahasa Inggris sudah mulai paham ya? (I saw that you understood well when I spoke English.)</i>
S4	: <i>Ya kadang- kadang paham kadang enggak Miss. (Yes, sometimes we did)</i>
R	: <i>Seneng nggak kalo Miss Murni pake Inggris? (Do you like it when I used English?)</i>
S4	: <i>Ya seneng to Miss, jadi bisa ngomong bahasa Inggris kok. (Of course, I could speak English then.)</i>
R	: <i>Kalo kamu? (How about you?)</i>
S6	: <i>Iya seneng (I was happy)</i>

(Interview transcript 20, Appendix A)

The English teacher who observed the teaching and learning process monitored the progress that the students made in responding the classroom English used during the teaching and learning process. She found that the students started to be familiar with some expressions used. Generally, the students could respond to the classroom English used by the researcher well. It could be inferred from the following interview transcript:

R= Researcher	S= Student
R	: <i>Kalo classroom Englishnya bagaimana, Bu?</i> (How about the classroom English?)
ET	: <i>Ya, sudah bagus ya. Anak- anak tadi bias njawab. Bagus itu.</i> (It's quite good. The students could respond well. Good.)
R	: <i>Anak- anak mulai terbiasa ya, Bu.</i> (The students seemed to get familiar on it, didn't they?)
ET	: <i>Iya, itu..terbiasa..bagus</i> Miss. (Yes. They could respond because they were familiar.)

(Interview transcript 21, Appendix A)

c. Using media

In Cycle II, the researcher used more various media. They were pictures, ID card, map and real media. Pictures were used in all three meetings. Similar as in Cycle I, pictures were used mostly in presentation stage to lead the students into the topic. The pictures also helped the students to remember easier the new vocabulary that were introduced. The pictures used in Cycle II were colorful. Their sizes were as big as those which used in Cycle I since the students and the teacher thought that the sizes were big enough. The students were interested to the pictures. They responded to the questions about the pictures enthusiastically.

ID Card were used to support information gap activities. In the ID Card, each of the student got their new identity and they had to find out what their friends' profession are. The ID Card was made colorful to attract the interest of the students. Each student got one ID Card before playing information gaps. The new identity of the students made them more interested in the activities. It required them to act as somebody else so that the activities became more challenging.

Map was used in the second meeting. It was drawn in a sheet of paper and was given to each pair. The map was not colorful but the students could understand it easily since it was drawn clearly. In the practice stage, the students had to find certain public places based on the direction given by the researcher.

In the last meeting, the topic was “Things in the classroom”. Since the objects could easily be found in the class, the researcher used real media in the presentation stage. The real media used were the students’ things. The students were more interested in the teaching and learning process since it was related to their own things.

d. Maximizing pair work and group work

In the first meeting of the first cycle, the students did sticking pictures activity in pair. During the activity, the students could use English since some language functions had been introduced to the students before they did the activity. The stars were used to motivate the students. Each pair who used English in the pair discussion got stars as reward.

Pair work activity was also used in the second meeting. In finding places, the students worked together with their pairs to find certain places in the map based on the directions they listened. The competitive atmosphere among the pairs made the students more motivated to do the activities.

In playing the direction game, the students worked in a group of four. Each group consisted of the students who had various level of proficiency. Some

students still found difficulties in giving the directions. The members of the group then helped each other in giving the direction.

e. Giving appreciation and reward

Appreciation and reward were given to the students who were active and did the tasks well. The stars were also used to control the students' behavior in the class. The researcher warned the students that she would take back the stars if they made unnecessary noise or used Indonesian instead of English in the game. The teacher agreed that the action were effective to be used. The survey game in Cycle II ran better compared to the survey game in Cycle I because of the action. It could be inferred from the interview transcript below.

R= Researcher	S= Student
R	: <i>Dari kegiatannya tadi, Bu. Saya tadi pakai survey game lagi. Menurut ibu bagaimana?</i> (From today activity, I used survey game again. What do you think?)
ET	: <i>Yang tadi sudah baik, Miss. Anak- anak udah terbiasa kayanya, jadi tadi udah nggak ada yang curang pake Bahasa Indonesia.</i> (It's good. The students seemed to get use to speak English so none of them cheated using Indonesian.)
R	: <i>Iya, Bu. Tadi saya bilang bintangnya mau saya ambil kalau ketahuan pake Bahasa Indonesia.</i> (I said to them that I would take back the stars if they did so.)
ET	: <i>Nggak papa, Miss, memang kadang mereka perlu diancam-ancam gitu.</i> (It's okay. Sometimes we had to give a kind of threat.)
(Interview transcript 21, Appendix A)	

3. Reflection

The collaborator and the researcher did the final reflection after all actions had been implemented. The problems appearing in Cycle II were discussed with the collaborator to achieve the democratic validity and dialogic validity. The data of the reflection were captured from the observations during the teaching and learning process and the interviews after each meeting. They are described as follows.

a. Using interaction-based activities

1) Questioning and answering activity

Questioning and answering activity were successful to improve the students' involvement. The activity provided good interaction between the teacher and the students. It also stimulated the students to speak. In Cycle II, there was an improvement on the students' confidence. They seemed to feel more comfortable in the class. Most of the students enthusiastically answered the questions. When it came to the topic which was familiar to them, they tried to use English in responding the questions. They still mispronounced some words but they showed some efforts to speak English.

2) Sticking pictures

Sticking activities were successful to improve the students' involvement in the teaching and learning process since the students liked to do it. The implementation of sticking activity in Cycle II was better compared to that in cycle I. English was used during the group discussion

since some language functions had been introduced first before they did sticking pictures activities.

3) Information gap activity, direction game and survey game

Information gap activity, direction game and survey game were successful to improve the students' involvement in the class. The improvement could be seen from the students' behavior in the class during the teaching and learning process. Generally they enthusiastically joined the activities. The fun atmosphere appeared during of the game made the students felt comfortable to use English. From the teacher's point of view, the researcher could manage and monitored the class better compared to that in cycle I. The students were active in joining the activities without producing any unnecessary noise in the class.

b. Using the classroom English during the teaching and learning process

The use of classroom English during the teaching and learning process was successful to make the students got more accustomed to English. In cycle II, the students could give appropriate responses for some expressions which they have already been familiar with, for example greetings, asking condition, checking readiness, checking understanding, and leave taking. The students could also use English to lead prayer and ask permission to go to the toilet. By using classroom English, the chance of the students to speak was increased. It could be inferred that not only the students' involvement which was improved but also the speaking skills of the students.

c. Using media

The media used in Cycle II were more various. Pictures, map, ID Card and real media were used during the implementation in Cycle II. The media were successful to attract the students' interest both to the topic and also to the activities. They also helped the students to remember some vocabularies related to the topics. The more various media used in the class made the better teaching and learning process. The students would not feel bored to join the activities in the class.

d. Maximizing pair work and group work

Pair work and group work activities successfully helped the students to get more involved in the teaching and learning process. The activities provided chances for the students to speak, to listen and to interact with their friends. The number of the members for each group in Cycle II were reduced to be 4 students. It made the chance for the students to speak increased. All students got more opportunity to get involved in the activity.

e. Giving appereciation and reward

The appreciation and rewards were successfully encouraged the students to do their best in every activity. Their involvement during the teaching and learning process was also increased since the researcher promised to give some stars for the active students. The stars given to the students as rewards were also successful to control the students' behavior.

D. General Findings

Regarding to the findings of Cycle II, all actions were successful in improving the students' involvement, and the objective of the research was achieved the English Teacher and the researcher agreed to end the research in Cycle II. The research findings in improving the students' involvement by using interaction-based activities supported by some actions in grade III of SD N Sleman 4 were concluded as follows:

1. Interaction-based activities were successful to improve the students' involvement in the teaching and learning process. The students enthusiastically learnt English through fun and enjoyable activities.
2. The use of classroom English was successful to familiarize the students with English. It improved the students' confidence in speaking. Furthermore, it directed the students' mind that English was not a difficult subject.
3. The use of various media could attract the students' interest toward the learning activities.
4. Pair work and group work could promote the students' involvement. The students enjoyed to work together. They helped each other to solve the tasks given.
5. Giving appreciation and rewards could improve the students' motivation to participate actively during the teaching and learning process.

Table 4: The changes (before and after the implementation)

Before the actions were conducted	After the actions conducted	
	Cycle I	Cycle II
The students thought English was a difficult subject.	The use of classroom English made the students got more accustomed to English. It directed the students' mind that English was not a difficult subject. They could respond appropriately to some English expressions used in the class. However some students still forgot how to respond some expressions.	The students could respond appropriately to the expression of greeting, asking students condition, calling the role, checking readiness, checking understanding, and leave taking. The students could also use English to lead prayer and ask permission to go to the toilet.
The students had low motivation in learning English.	Most of the students were happy and more motivated to join the activities.	The activities and media used in the teaching and learning process were more various. The competition atmosphere appeared on some activities. The students were highly motivated to do the activities
The students had low confidence to speak English.	Most of the students were willing to practice speaking without much encouragement. However, some students still lacked of confidence. They were afraid of making mistakes. In some activities, they used Indonesian instead of English	All students showed their effort to speak English. Their confidence in speaking was improved. Moreover, they could help each other in correcting mistakes.
The students did not actively involve in the learning activities	Generally the students showed their interest to the activities. They were involved actively in the teaching and learning process. However, some students did not participate in the group discussion.	In the group work, the members of each group were reduced. The students got more chances. They became more active to speak and involved more in the group discussion.
The students were busy with their own activities when the teacher was teaching.	The students were excited to do the activities. They paid more attention the researcher's explanation.	More various activities were used to maintain the students' interest. The students then reduced the activities which unrelated to the topics.
The students talked a lot in the class about things which were not related to the topic.	The students and the researcher had discussion which provided chance for students to talk related to the topic.	The students felt more comfortable in the class. They were actively involved in the discussion related to the topic.

The students were embarrassed to ask when they found difficulties.	Pair work and group work were implemented in some activities. The students worked together to solve the task.	Good interaction between the students and the researcher was formed. Some of the students could comfortably communicate their difficulties.
The media were not maximally used.	Pictures were used to support the teaching and learning process. The students were interested since the pictures used were colorful.	More various media were used such as map, ID Card, and real media. The students showed more attention to the researcher when interesting media were used.
Students did not do the tasks given.	The interaction-based activities used were modified based on the students' level of proficiency. All of the students could do the task even those who were still got difficulties in reading written text.	The students enthusiastically did the tasks. In group work activity, the students were different in level of proficiency. They helped each other in finishing the tasks given.
Students had low enthusiasm in the class activities.	All of the students enjoyed the activities. Some of them who still got difficulties in literacy could also join the activities.	The competition atmosphere appeared in some activities. It made them more highly motivated to do the activities.
The materials were mostly taken from text books which sometimes were too difficult for the students.	Some interesting activities were implemented in the class. The level of students' proficiency also became consideration in developing the tasks. Clear instructions were given to the students before they were asked to do the tasks.	The more various activities and tasks were used to avoid the students' boredom. Some media like pictures, map, ID Card and real media were used to support the teaching and learning process.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, SUGGESTIONS

A. Conclusions

The research was aimed to improve the lack of the students' involvement through interaction-based activities. As stated in the discussion in the previous chapter, it can be concluded that the use of interaction-based activities is believed to be successful in improving the students' involvement. In formulating the result, the researcher gained qualitative data from interviews and classroom observations. The data were in the form of vignettes and interview transcripts. It could be summarized as follows:

In Cycle I, interaction-based activities were implemented and supported by some actions like using classroom English, using media, maximizing pair work and group work, and giving appreciation and reward. Those actions were expected to improve the students' involvement. However, some weaknesses still appeared during the implementation of actions in Cycle I. It was found that the involvement of the students was not significantly improved yet. The actions were continued in Cycle II with some improvement to solve some weaknesses appeared in Cycle I. According to the class observations and interviews, the students' involvement was significantly improved during the implementation of actions in Cycle II.

There were some changes as the results of the actions. The first change was related to the English teaching and learning process. It became more interesting. Some various activities which encouraged the students to speak and to interact

with others were used. The fun atmosphere in the class made the students felt comfortable to speak and developed their language ability.

Related to the students' behaviour, there were some changes. The students showed improvement on their involvement. They became more active in joining the class activities. Their confidence and motivation were also improved. They could speak English without much encouragement. Moreover, they could respond to the researcher's questions in English.

There was also a change related to the English teacher's behaviour. The English teacher became more open minded to make the English teaching and learning process more interesting. She improved her knowledge in designing activities that could help her students to learn better. She also improved her knowledge in developing various media to support her teaching and learning process.

B. Implications

There were some implications due to the results of the research. The implications of the actions are described as follows:

- a. The use of interaction-based activities in the teaching and learning process could improve the students' involvement. It implies that the teacher has to include interesting and interactive activities which provide chances for the students to interact each other in the class. Therefore, the students can get more involved in the teaching and learning process. In addition, the students'

interest toward the topic should be maintained so they get more motivated to join the teaching and learning activities.

- b. The use of classroom English during the teaching and learning process could improve the students' confidence in speaking. Furthermore, it directed the students' mind that English was not a difficult subject. It implies that the teacher has to use classroom English regularly in the teaching and learning process.
- c. The use of media could improve the students' interest to both the topics and the learning activities. It implies that the teacher has to use various media to support the teaching and learning process. The students will be highly motivated in learning if they are interested in the learning.
- d. The use of pair work and group work could improve the students' interaction with their friends. In group work or pair work, the students helped each other to solve the tasks. It implies that the teacher has to encourage the students to work in groups or pairs.
- e. The implementation of giving appreciation and rewards to the active students had encouraged all students to do their best. Their involvement to ask and answer questions increased. The rewards could also control their behaviour in the class. It implies that the teacher can give a reward to motivate the students to be more active in the teaching and learning process.

C. Suggestions

After conducting the research, the researcher gives some suggestions for the English teacher. It is important for her to make some actions to respond the findings in the research. First, she needs to enrich herself with the knowledge of how to develop interesting activity for her students so that she would not depend too much on the textbook. Second, she has to provide some activities in which all students can be involved. Third, various media should be used during the teaching and learning process since they make the teaching and learning process becomes more interesting. Fourth, classroom English should be used as often as possible because it helps the students to get accustomed to English. The last suggestion is that the teacher needs to give appreciation and rewards as an alternative to motivate her students to learn. All of those actions will improve the quality of the English teaching learning process especially the students' involvement.

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APPENDICES

THE VIGNETTES

VIGNETTE 1, July 20, 2013

Observation 1

Class III of SD Negeri Sleman 4

R= Researcher

ET= English Teacher

R followed ET entered the class at 9.35 The class were very noisy. Some students walked around and some other talked loudly. "*Woh, ada Miss Murni!*(Miss Murni is here!)" one students has already noticed the name of R since R did the practicum of English for Children in grade 4 and 5 in the school previous semester. ET asked the students to sit down, "Sit down, kids, *ayo duduk.* (Please sit down.)". ET greeted the students "Good Morning!". Only some students answered to the greeting. "*Kui guru anyar po?*(Is she a new teacher?)" one students asked to their friends. ET asked students condition by saying "How are you today?". Some students respond by repeating "How are you today". The teacher corrected the students' mistake "No no, *jawabnya bukan itu.* (It's not the appropriate answer). I am fine, thank you!" and the students repeated what ET said. ET introduced R "*Sudah kenal sama Miss Murni belum?* (Have you known Miss Murni?)", some students answered "*Sudah* (Yes.)" some other answered "*Belum.* (Not Yet.)"" She is Miss Murni, *dia mau menemani Ms. Umi mengajar.* (She is going to accompany me teaching.)" ET introduced R and R greeted the students "Good morning, students". Only some of the students who responded to the greeting. "*Kok lemes* (Why was so low?), Good morning!". "Good Morning" the students answered louder. After that, ET let the R to sit down in the back row and began the lesson.

ET began the lesson. She stuck a big paper on the whiteboard. Some daily activities such as get up, make a bed, take a bath, breakfast, etc was written on the paper completed with the translation. She introduced the topic to the students "*Hari ini kita belajar tentang aktifitas. Coba tirukan Ms. Umi!* .(Today we are going to learn about activities. Repeat after me.) Get up!". "Get up," repeated the students. "*Apa artinya get up? Siapa tahu?* (What does it mean, who knows?)" ET tried to ask some questions to the students. Only some students answered. Some other students were busy talking to their friends. ET read some other English words and asked the students to repeat after her. Some students kept busy with their own but the teacher ignored it.

In the middle of the teaching and learning process one student went out. "*Kamu mau kemana*", ET stopped the students. "*Arep pipis, Bu!*" the student shouted that he wanted to go the bathroom and leave the class. TT did not give any punishment to the student.

“*Sekarang Ms. Umi sebutkan bahasa Indonesianya, yang Ms. Umi tunjuk harus menyebutkan bahasa Inggrisnya.* (Now, I will mention the words in Indonesian, the one whom I point at should mention the English words.) *Merapikan tempat tidur, Panji, apa artinya?* (What does it mean?)” ET mentioned Indonesian words and pointed the student to tell the English word. Panji poked his friend and asked “*Opo we, opo?* (What is it?)”. His friends tried to help him, “Make a bed”. She did it to some other students. The students were doubtly answered the teacher’s question. ET corrected the students who mispronounce words.

“*Sekarang coba dibuka LKSnya page 36. Dilihat tabelnya kemudian diisi. Tabel pertama diisi menggunakan bahasa Indonesia. Yang tabel dihalaman selanjutnya itu diisi dengan bahasa Inggris.* (Now let’s open page 36. Look at the table and complete it. In the first table, complete the table using Indonesian. In the next table, fill it in English.)”, ET gave instruction to the students to do the exercise on the textbook. “*Ayo mulai mengerjakan.* (Do it now.)”

Some other students were still confused with the tasks but they did not ask the teacher. ET only monitored the work of the students’ who sat down in front row. She did not notice that some of the students did not bring their textbook and did not do the task. The students who did not do the tasks made some noise by talking by themselves and playing around.

“*Waktunya sudah habis, dilanjutkan buat PR ya!* (The time is up. Do it at home.)” ET closed the lesson when the bell rang at 10.45. “*Mari berdoa dulu* (Let’s pray first)”. The head of the class led the prayer in Indonesian. After praying, ET said good bye and all the students shook the teacher’s hand before leaving.

VIGNETTE 2, July 27, 2013

Observation 2

Class III of SD Negeri Sleman 4

R= Researcher

ET= English Teacher

ET was inside the classroom and has opened the learning and teaching program when R entered the class. ET stucked the same paper that she used in the previous meeting. ET one more time read the words and asked the students to repeat after her. “*Sekarang Ms. Umi akan membagikan lembar jawab ini! Nanti buat mengerjakan Uji Kompetensi I,*” said ET while distributing the answer sheet. “*Nanti mengerjakannya langsung disilang a, b, atau c di lembar jawab.* I will read the questions. Ms Umi akan membacakan pertanyaannya. Sudah siap?”

“*Sebentar, Bu!*” one student shouted and looked busy sharpened his pencil. Some other students were busy with their own. They kept talking and made noise.

“*Jangan rame terus, ini ibu mau bacakan soalnya. Soal nomor satu, what are they doing? They are bla bla bla..Coba diisi, dilihat gambarnya yang ada dibuku*”

“*Bu, Galih nurun bu,*” one student shouted. He told that one of the students were cheating. ET ignored it and kept reading the next question of the task.

While the lesson ran, one student from grade 4 entered the class without permission and took a broom which was on the corner of the class. The students shouted “*Wooo, ra nembung!*”. ET stopped the student and asked “*Kamu ngapain?*”. The student impolitely answered “*Mung njilih sapu bu!*”. ET said “*Kamu boleh pinjam sapu tapi yang sopan.*” The student just answered “*Ya*” and left the class. “*Jangan ditiru ya yang seperti itu, tidak sopan,*” ET told the students that the student from grade 4 was impolite. Then, she continued the lesson.

After reading multiple choice questions, teacher asked the students to correct the work together, “*Ayo dikoreksi bareng- bareng. No satu....*” “*AAAAA*” the students answered loudly. “*Nomor duaa?*” “*DEEEE*”. ET did not discuss each number, only read the answer alphabetically. The number of the questions were 10.

“*Dihitung betulnya. Ditulis dipojok atas!*” ET asked the students to count the correct number of the students’ work. “*Kalau sudah, sekarang kita lanjutkan mengerjakan task selanjutnya. Yang romawi II mari dikerjakan*”, ET asked the students to do the next task. In the task, the students had to translate some words related to daily activities. While other students do the task, two students were fighting. TT and R came to separate them. “*Malah ngopo iki?*” ET asked. “*Bu, bukuku disuwek ro Ibnu kok,*” one of the students who fought tried to explain. “*Kue ndisik kok. Kue ngguwang sepatuku!*” the other students explain while crying. R helped to calm down the students while TT continued the lesson.

The class was ended at 10.45. The head of the class led the prayer and greeted the teacher.

VIGNETTE 3, October 5, 2013

Implementation I of cycle I
Class III of SD Negeri Sleman 4
R= Researcher
ET= English Teacher

R and her peer entered the class at 9.40. R greeted the students, “Good morning, students”, and the students answered “Good morning”. One student talked loudly “Lho saiki diajar Miss Murni!” R smiled to respond to it. “How are you today?” R asked the students’ condition. Some of the students answered by repeating what the R said. “No, harusnya dijawab I am fine, thank you!” R corrected the students’ mistake. The students then answered the greeting by saying I am fine, thank you. R introduced her peer to the students “She is my friend, Miss Farida. Nanti tiap ngajar Miss Farida nemenin Miss Murni”. “Bu saiki diwulang Bu Murni po?” one student asked.

“Yap, I will be your English teacher for some weeks, untuk sementara Miss Murni akan mengajar kalian,” before started the lesson, R told the students that she would teach the class for some meetings. “Wes ra ro Ms Umi neh, Miss?” the student asked. “*Besok masih tetep sama Ms Umi. Miss Murni only teach you for some meetings. Cuma beberapa pertemuan aja sama Miss. Murni.* Then she called the roll by calling the name of the students one by one “Miss. Murni want to know your name, *jadi Miss Murni panggil satu- satu ya ngabsennya*”.

“*Tadi Miss Murni lihat kalian masih kebingungan ketika disapa How are you. Coba kalau ada yang bilang how are you jawabnya apa?*” some students whispered “how are you”. “*Kaan, masih salah. Harusnya bilang I am fine, thank you. Coba dulu. Follow after me, tirukan Miss Murni ya, I am fine, thank you!*” “I am fine, thank you”.

“Itu ada lagunya loh. Mau diajari nyanyi?” R asked the students whether they liked to sing or not. “Mauuu!” the students answer enthusiastically. Then R sing the song together with the students.

Hi how are you, I am fine

Hi how are you, I am fine

Hi how are you, I am fine, how are you

I am fine, I am fine, thank you

After singing how are you song, R began the lesson by showing some pictures about food and baverage. “.... “Do you know what picture is it?” asked R to the

students by showing a picture of apple. Some students whispered *apel*. “Louder, Please. *Jangan takut salah. Gambar apa*, (Don’t afraid of making mistakes. What picture is it,) Kids?” R asked in Indonesian. All the students answered loudly “*Apeeellll*. (Aple.)”. “What is it called in English?” some students only smiled and keep whispering *apel* but one of them screamed “*Ngomong apa sih Miss, aku ra dong*” (What are you talking about, Miss, I don’t get it). “What is it called in English, *bahasa Inggrisnya apa* (What is it called in English?), kids? *Ada yang tahu?* (Anyone knows?)”. “Apple” some female students answered with correct pronunciation. “Very good! It is apple.” Then R said apple and asked the students to repeat after her “Repeat after me, an apple!”. “Do you like apple? *Suka sama apple?* (Do you like apple?)” R tried to stimulate the students to speak by giving questions related to picture. The students answered that they liked it. Some other questions were asked like “What is the colour of the apple?”, “Is it red or green?” Some other pictures were showed and questioning and answering activity was continued. The students answered R’s questions mostly in Indonesian. R helped them to answer in English and sometimes corrected their pronunciation.

Hari ini Miss Murni mau bercerita. Suka mendengarkan cerita tidak?” (Now Miss Murni is going to tell you a story. Do you like to listen to a story?”. The students answered yes. R told that she was going to tell a story about “The very Hungry Caterpillar”. She used a picture of caterpillar and showed some gestures using her hands to help the students guess the meaning of the title. “Tiny, what is tiny?” asked R. She used her hand to show that something was small. “Kecil Miss?”. “Iyaaa...kalo very hungry, maksudnya apa?” asked R while touching his stomach. “Sakit perut?” some students answered R’s question. “No!” said the teacher. “Laparrrr?” the students tried to guess. “Iyaaa, lapar, jadi Caterpillar, ulatnya, kecil dan lapar.

“Tapi sebelum bercerita, Miss Murni mau bagikan lembar ini dulu. You have task to do while listening to the story. Nanti pas ndengerin cerita kalian harus mengerjakan tugas” R distributed the worksheet. The collaborator helped her. “Nanti kerjanya berpasangan ya. You, in the back, pindah aja sama yang ini, biar bisa mengerjakan bersama!” R asked one student who sat down by himself to move and sit with another student who sat by herself.

“Disuruh ngapain, Miss?” asked the student. “*Sebentar*, Miss Murni *jelaskan dulu. Di kertasnya itu ada tulisan apa?*” R asked the students to see the worksheet. “Sunday, Monday,” “*Itu adalah nama- nama hari. Sunday is....*”. “*Minggu*”. “Then, Monday is...” “*Senin*”. R helped the students to remember about days in English.

“Sticked the picture while listening to the story, *jadi ketika mendengarkan, kalian harus menempelkan gambar.*” The collaborator helped R to distribute the glue and small pictures. Then R told the story by showing some pictures. To maintain the students’ attention, she asked some questions to the students while telling the story like “What do you see in the picture?”, “The caterpillar was hungry. What do you do when you are hungry?”, “What picture is it?”, “Do you like apple?” “Can you guess how many days the caterpillar stay inside the cocoon?”. She sometimes used gestures to make the students understand the story. She also used bilingual language. The students started to feel comfortable in answering the questions. The class become a bit noisy. Then the researcher asked the students to raise their hand if they wanted to say something. At first the class became so quiet. The researcher then used stars to motivate them. Those students who were active would get the stars.

After telling the story, R checked the students’ understanding by asking some question “What is the story about?”, “What happened to the caterpillar after eating too much?”, and “How many days the caterpillar stayed in the cocoon?”. She then corrected the students’ work together with the students. “What should I stick here?” asked the teacher pointed to Monday which was written on the board. “Apeel,” some students answer in Indonesian. “In English, please,”. “Apple.”

The next activity was R asked the students to work in group and stuck pictures based on the sequences of the story. Each group consisted of 6 students. One student in the back refused to work together with her group. She stayed sitting on her desk. R tried to persuade her to join in the group discussion but she kept refusing. Finally R gave individual task for her and continued monitoring the students’ work.

Before sticking the pictures, the students conducted a discussion with their group friends. They shared their understanding about the story. However, the students still used Indonesian and their local language during the discussion. R did not introduced any language functions which could be used during the discussion.

In the end of the class, R reviewed what has been learnt and closed the lesson at 10.45. R taught how to lead prayer using English. “*Untuk hari ini biar Miss Murni yang memimpin, besok gantian ya.* Let’s pray together, begin...finish! Good bye students” “Good bye”

VIGNETTE 4, October 7, 2013

Implementation II of cycle I
Class III of SD Negeri Sleman 4
R= Researcher
ET= English Teacher

R and ET entered the class at 9.35. The students were still busy doing the exercise of the previous subject. R greeted the students “Good morning students”, and the students answer loudly “Good morning.” “*Asik diwulang Miss Murni meneh!*” a student in the back shouted. “*Nempel- nempel lagi bu?*” R smiled and sang “How are you” song and the students responded to the song. “Who is absent today?” R called the roll. “*Opo kui, Miss?*” one student in front row asked the meaning of what R said. “Who is absent today, *ada yang tidak berangkat?*”. The students answered and told that no one was absent.

R began the lesson by reviewing the previous topic and asking some questions to the students like: “What we did last week?”, “Do you still remember the story?”, “Kids, can you mention some food and baverage on The very Hungry Caterpillar story?”. The students seemed confused to understand the question, so R helped them by using translation method. In answering the questions, the students still got some difficulties to pronounce some words. R showed the pictures again and corrected their pronunciation. She introduced the expression “Do you like...” by asking it to the students while showing the pictures. The students answered the teacher’s question together.

Do you like broccoli, do you like broccoli
Yes, I do, Yes I do
Do you like ice cream, do you like ice cream
Yes, I do, Yes I do
Do you like apple, do you like apple
Yes, I do, Yes I do
Do you like porridge, do you like porridge
Yes, I do, Yes I do
Do you like chocolate, do you like chocolate
Yes, I do, Yes I do

After singing the song, R distributed the worksheet to the students. “What do you see in the worksheet? Apa yang kalian temukan di worksheet? “Gambar, Miss.”

Two students interrupted R and came to the front of the class. One of them asked permission to go to the toilet “Bu, mau ke belakang”. R stopped them and asked them to use English. “Coba tirukan miss Murni, May I wash my hand?”. “Ah gag

bisa bu” the students refused to speak English. The teacher encouraged the students to speak “Salah nggak apa- apa. Coba dulu. May I wash my hand”. The two students followed what R said and then were permitted to go to the toilet after they used the expression correctly. R then introduced the expression to other students and asked the students to use English everytime they wanted to go to the toilet.

“Okay, let’s continue the lesson. There are some pictures on the worksheet, ada beberapa gambar yaa. Let’s see from the first picture. What picture is it?” “Apple” “And then?” “Pears,” R kept asking the students the name of pictures on the worksheet. “Now, write down my name. Tulis nama Miss Murni di nomor satu. Then, ask Miss Murni whether Miss Murni like the food on the picture or not. Coba tanyakan ke Miss Murni, suka tidak dengan makanan itu! Kalau suka, kasih centang dikolomnya, kalau tidak suka, di silang.” R asked the students to practice the language by asking her “Are you ready, kids?” The students did not answer R question. “Are you ready itu menanyakan kesiapan. Kalau sudah siap dijawab yes, kalau belum no. Are you ready, kids?” “Yess”. R repeated her questions because some students did not answer “Are you ready, kids?” “Yessss”. The students asked R together “Do you like apple?” “Yes, I do” answered R. “Do you like pears?” “Yes, I do”,

“Now, we are going to play survey game. You have to ask all of your friends. Tanya ke teman- temanmu. You may walk around but don’t be too noisy. Boleh jalan-jalan tapi tidak boleh rame!” Each student asked their friends about food they liked and disliked. In this activity, the students walked around and asked their friends. The class were a bit noisy. “In English, kids.” R reminded the students to ask their friends in English. R walked around and sometimes corrected students who mispronounced some words. She also warned the students when she found some students use Indonesian “*Kalau ada yang bicara bahasa Indonesia, tidak usah dijawab*” (If there are students speak Indonesian, don’t answer the question). Although R has already warned them, some students were still using Indonesian.

One student who refused to work in group on the previous meeting kept staying on her desk. She refused to walk around and ask her friends. But she used the expression to ask and to respond their friends who came to her.

The activities were ended. R asked the student to stop working by saying “Okay, stop talking. Have a seat, please”. Gally, sit down please!. Then R gave stars to the students who could ask more than 10 students. After it, R evaluated the activity. “*Siapa yang tadi pake bahasa Indonesia?*” She asked the students who used Indonesian during the activity. “*Yoga bu, tadi pake basa Jawa.*” “Yoga,

jangan diulangi ya!” She also reviewed what has been learnt. R asked the students to sing the song one more time before ended the lesson. Class ended at 10.45. R asked the volunteer who wanted to lead the prayer in English. The students pointed to Panji as the leader of the class. “Gimana Miss kemarin?” asked Panji. Then R taught how to lead the prayer in English to the students. After praying, R said good bye and the students shook her hand.

VIGNETTE 5, October 13, 2013

Implementation III of cycle I

Class III of SD Negeri Sleman 4

R= Researcher

ET= English Teacher

R and ET entered the class at 9.50. Some students were running around the class. “Miss Murniiiiii” the students shouted, told the other students that the teacher cane, and went back to their chair. Some students kept talking. “Good morning, students?” greeted the teacher. “Good morning.” “How are you today?” R asked the students condition. “I am fine, thank you.” “Miss, Miss farida *kok gag ikut?*” asked the student. “She will be late. Tadi Miss Farida ke Jogja dulu, jadi agak telat.”

“Miss, ngegame lagi?” Dimas asked. “Iya, nanti game.Semuanya tenang dulu.” R answered. “Meneng woiii,” Dimas asked his friends to be quite. R reviewed previous topic about food and beverage by asking “What we learnt on the previous meeting?”. She showed pictures and asked some question. She add some new vocabulary about food and baverage.

“Now, Yoga, can you give me the pencil case?” asked R while making a gesture like asking something as she opened her hand in front of Yoga. Yoga looked cofused. “This is a pencil case. Can you give me the pencil case?” Yoga doubtly gave the pencil case to R.

“Barusan Miss Murni bilang can you give me the pencil case, tahu tidak maksudnya apa?” “Berikan tempat pensilnya?” some students answered. “Iya, jadi hari ini kita akan belajar tentang meminta sesuatu kepada orang lain dengan bahasa Inggris. We can use this expression,” R write down the expression on the board, “Repeat after me, kids, can you give me some apples?” the teacher introduced the language function of asking and giving something.

After that, R distributed one picture of food and baverage for each student. “Now, you have work in pair. Ask the thing on the picture that your partner have. Jadi kalian harus meminta barang yang ada digambar yang dimiliki temanmu. Nanti gantian. One, two, three, go!’ R counted till three and asked the students to begin the activity. R monitored the use of the language of the students.

“Stop talking, kids. Now we are going to play a game. Mau tidak bermain game?” R asked the students and the students together answered excitedly that they wanted to. R inform the students that they would play “Shopping game”. R asked the students to do the game on the mosque so the noise would not disturb other class. After moving to the mosque, R told the students the rule of the game. Each student sticked the picture on their skirt and made a circle. They step on the piece of paper. The leader of the game had to buy some food and baverage by saying Can you give me some The students who had a picture of food and beverage that the leader mentioned had to follow the leader. Then, the students sang the song together:

I’m going shopping tomorrow morning
I’m going shopping with my bag
Tomorrow morning I’m going shopping
I’m going shopping with my bag

After singing the song, the leader said “I want to go home”. All the students had to step on the paper again. The student who did not get the paper would be the next leader.

“Okay kids, the time is up!” R remind the students that they had to stop playing the game. Some students asked R to played the game one more time and R agreed. The lesson was ended by praying together at 10.50.

VIGNETTE 6, October 20, 2013

Implementation I of cycle II

Class III of SD Negeri Sleman 4

R= Researcher

ET= English Teacher

R entered the class with ET and collaborator at 9.45. ET and R’s peer sat down on the back. R greeted the students and asked the students’ condition. The students

still got difficulties in answering the question for asking condition “How are you”, so R started to sing “How are you” song and told the students that the way of answering such expression was just the same with the lyric of the song. After that, R called the roll by using the same expression that she used in the previous meeting, “Who is absent today”. The students have already familiar with the expression and could answer appropriately by saying no one because none of them were absent.

R started the lesson by reviewing the previous topic. She asked the students what they did in the previous meeting. The students answered that they played game although they forgot what game that they played. The teacher asked the students about what they could learn from the game. The students could answered the question well with the help of R.

After reviewing the previous topic, R told that the topic for that day were profession. R asked the students to mentions some profession of people around them. The class became a bit noisy because all students wanted to answer the teacher’s question. Then the researcher asked the students to raise their hand before saying something. The students raised their hands but they kept shouting. Most of the students answered the question in Indonesian. R helped them to say it in English. Then, R showed some pictures to the students. “Look at the picture, he is Mr. Ahmad. Do you know what is he? Pekerjaannya Mr Ahmad apa?”. The students answered “Polisi bu”. “A policeman, repeat after me, a policeman.....He is a policeman”. The students repeat what the teacher said. After that, R asked some questions to the students such as “Where does the policeman work? Kerjanya dimana?” “Who wants to be a policeman?”, “Where does teacher work?”, “Where does the nurse work?”

The researcher then introduced the use of expression “What is he/ she?” and “Where does he/she work?”. In the next activity, the students were worked in group. R gave each pair a worksheet. The students had to work together to stick the picture of people based on the place where they work at. Before the activities were started, R change the seat arrangement of the students so they got different partner. R encouraged the students to use the expressions learnt during the discussion with their pair. Some students were still shy to speak English. They preferred to use Indonesian and used English only when the researcher came to them. The researcher then used the stars to motivate the students. She would give the stars to the students who actively talked in English during the discussion. The students became more motivated in practicing the language function.. R monitored the work of the students. After 10 minutes, R asked whether the students have already finished by saying “Have you finished?”. Some students

answered the question by saying yes in hesitations. R repeated the question one more time and the students answered it louder.

R checked the students work together with the students. After it, R continued the lesson by giving new ID card for each student. The students had to ask the name and the job of their friends. They had to fulfil the table that were given to them. The students were enthusiastically doing the activities. They walked around and asked their friends job. R walked around and kept monitored the run of the game. Some students tried to use Indonesian, but their friends report it to R. R warned them and they tried to use English.

After some minutes, R stopped the game. She asked some question to check the students work. "What is her name? What is she?" The students answered those question based on their table that they completed during the game. After it, R gave stars for the students who have already asked more than 10 of their friends.

The class was ended at 10.40. One of the students led the prayer and they went home.

VIGNETTE 7, October 25, 2013

Implementation II of cycle II

Class III of SD Negeri Sleman 4

R= Researcher

ET= English Teacher

R entered the class at 9.45. She greeted the students. She asked the students condition by saying "How are you". The students answered together by saying "I am fine, thank you, and you?". R called the role using another expression by saying "Who is missing today?". The students looked confused with the new expression but one students could answer it by saying no one because all students came at that day. Then R explained that "Who is missing today" was the same expression with "Who is absent today" to check the students' attendance.

"Then she started the lesson by asking some question related to the previous topic. "What did we learn in the previous meeting?" Then R asked the students to mentions some profession that has been discussed in the previous meeting. In this meeting the topic was about public places. R asked the students to mention some public places around them. Some words were familiar to the students. They could mention them in English. Most of the students still have difficulties in pronouncing those words, for example when they wanted to say hospital, they

pronounced it as /hospital/ instead of saying /^hɒs.pɪ.t ə l / R corrected the students' pronunciation.. R corrected the students' pronunciation. Then, R showed some pictures to the students. "What picture is it?" then the students answered "Hospital". Do you know who works in the hospital?" "Have you been there?", "What are you doing there?" . The students at first looked confused and then R repeated the question in Indonesian. Then the students could answer the question. After it, R showed some other pictures about public places.

After that, R showed some picture of sign. Then, she introduced the expression for giving direction such as turn right, turn left, go ahead, and stop. R showed a map and gave example of showing direction orally. Then she asked the students to work in pairs and find a place on the map based on her instruction. In this activity, the students still got some difficulties because they could not differentiate between right and left yet. R asked them to write left on their left hand, and right on their right hand. It could help them to remember. At the beginning of the activity, the students were noisy and did not hear the instruction. Then R gave stars as rewards to the pair who could find the place in shortest time. The competition atmosphere appeared in the class. The students paid more attention to the R's instruction.

After the students finish working, R corrected the work of the students together with the students. The next activity was playing direction game. In this game, the students worked in a group. One of the students were eye-blinded. R put some table and chair as the obstruction. The other member of the group had to give direction to the one who was eye-blinded to go to certain public places that R decided. In playing this game, the student who was eye blinded hit the table for so many times. Worrying that the students would get hurt, R changed the rule and asked one other member of the group to follow the one who was eye-blinded and keep him/ her so they would not hit the table. The one who followed the eye-blinded player should say nothing.

R ended the game and gave some evaluation. She checked what the students learnt from playing the game. The class was ended at 10.40. One of the students led the prayer and R said good bye to the students.

VIGNETTE 8, October 27, 2013

Implementation III of cycle II
Class III of SD Negeri Sleman 4
R= Researcher
ET= English Teacher

R entered the class at 9.40. She greeted the students, asking the students condition, and called the roll. The students have already been able to respond to the expression appropriately.

R told the students that the topic for that day was things in the classroom. R asked the students to mentions things that they could find in their class. The students mention things in the classroom and R helped them to say those words in English correctly. Then, R showed some pictures and asked about how many things that they found in the picture. "What is this? ...How many pencils are in the picture?"

The language function that would be learnt on that day was asking and giving information related to the number of things. However, the students still got difficulties in remembering number 1- 10. R then asked the students to sing ten little Indian song.

One little two little three little Indians

Four little five little six little Indians

Seven little eight little nine little Indians

Ten little Indian boys

The students were enthusiastically sang the song. But they kept not remembering the number. R then asked them to write down the number on their hand. It helped them to remember number so they could easily do the next activity.

After singing the song, R asked the students to work in pair. They were given a picture and they had to count several things in the picture. After finishing their work, R asked them to correct the work together.

The next activity was done individually. The students played survey game. R distributed worksheet to the students which showed some pictures such as bag, pencils, pen, pencil case, shoes, hat, eraser, and ruler. The students had to find out how many things in the pictures that their friends had. They were allowed to walk around and asked their friends using expression that has been learnt. The game ran better than survey game in cycle I. All students used English in talking to their

friends. Moreover, they reported their friend who tried to use Indonesian. R monitored the run of the game. She corrected some students who were still mispronounced some words.

R ended the activities by giving feedback to the students' performance. She praised the students since no one of them tried to use Indonesian. All the students showed some efforts to use English. R then gave the stars to those students who could asked more than 10 friends.

Since it was the last meeting, in the end of the class R thanked the students for helping her. She also gave the gift that she promised to the three students who got the most stars. The class was ended at 10.45.

INTERVIEW TRANSCRIPTS

July 20, 2013

INTERVIEW 1

- R : *"Kamu kok ngobrol terus, itu disuruh mengerjakan hlo"*
 S24 : Ha ra dong kok bu
 R : *Kok kamu nggak tanya? Coba tanya Ms. Umi kalo belum paham*
 S20 : *Aa luweh. Piye to?*

INTERVIEW 2

- R : *Sudah selesai mengerjakan, dik?* (Have you finished doing the task?)
 S23 : ... (Smiling)
 R : *Coba Miss Murni lihat sampe mana mengerjakannya.* (Let me see your work.)
 S23 : *Belum miss.* (Not yet)
 S17 : *Dia itu nggak bisa baca Miss.* (She can't read, Miss)

INTERVIEW 3

- R : Hallo, what's your name?
 S1 : *Ngomong apa to, Bu?* (What are you talking about?)
 R : Namanya siapa? (What's your name?)
 S1 : Yoga, Bu.
 R : *Yoga, kenapa kok malah tiduran. Sudah selesai?* (Why are you sleeping? Have you finished?)
 S1 : *Nggak bawa buku, Bu.* (I don't bring my book)
 R : *Kok nggak lihat ke buku temannya?* (Why don't you see your friend's book?)
 S1 : *Ra oleh kok, Bu, ro Rais.* (Rais don't let me to see his book.)
 S16 : *Mengko Yoga nurun, Bu.* (I'm afraid he will copy my work)
 R : *Enggak nyontek. Biar si Yoga lihat tabelnya dulu.* (No, he won't. Let him see the table first.)

July 27, 2013

INTERVIEW 4

- R : Bu, boleh minta waktunya sebentar. (May I interrupt you, Ma'am?)
 ET : *Pripun, mbak?*(What's the matter?)

- R : *Untuk melengkapi data, saya harus melakukan beberapa interview sama ibu.* (To complete the data, I have to interview you.)
- ET : *Oalah, ya. Tadi saya mengajarnya bagaimana?* (Okay. How was my teaching?)
- R : *Bagus bu, tapi tadi ada beberapa murid dibelakang yang tidak mengerjakan tugas yang diberikan ibu.* (It's good. But I saw some students who sat in the back who did not do the task.)
- ET : *Iya, yang dibelakang? Memang sok angel gitu, mbak.* (Students in the back? Yes, sometimes they were difficult to control.)
- R : *Angel bagaimana, Bu?* (What do you mean by difficult?)
- ET : *Ya begitu, kandanane ki angel banget. Untung ini tadi ada njenengan, jadi nggak begitu rame. Biasanya saya juga minta ditemenin guru- guru kalau dikelas.* (Just like what you see, they were difficult to control. Fortunately you were there so the students made less noise. Usually I asked other teacher to accompany me in the class when teaching.)
- R : *Kalo untuk tugasnya tadi sepertinya agak sulit ya, Bu, untuk anak kelas III. Ternyata dikelas III masih ada yang belum bisa baca ya Bu.* (About the tasks, I think it is too difficult for the students. I see some students in grade III cannot read, can they?)
- ET : *Oh, Salma sama Ridan, iya, mereka belum bisa baca.* (Salma and Rida, they can't.)
- R : *Jadi buku itu digunakan terus oleh ibu? Ada buku lain yang dipakai tidak bu?* (So it is the book used for teaching. Is there any other book used?)
- ET : *Enggak mbak, dari sekolah dapatnya itu jadi kula pakai itu saja.* (No. I just got it from school, so I just used it.)
- R : *Sudah pernah mengembangkan task sendiri yang lebih sederhana bu?* (Have you ever developed your own tasks which were easier?)
- ET : *Belum* (Not yet.)
- R : *Kalau media mengajar bagaimana bu?* (How about media in teaching?)
- ET : *Kalo media ya itu tadi mbak, saya pake karton trus ditempel di papan.* (Media that I used was only the big paper which I stuck on the board.)
- R : *Kalau gambar- gambar ibu sering bawa ke kelas tidak?* (Do you bring some pictures to the class?)
- ET : *Kalo gambar saya susah nyarinya. Kan sudah ada juga di LKS. Paling ya cuma kaya tadi, kertas ditulis vocab, biar nggak kesusahan nulis di papan. Anak-anak bisa lihat semua.* (I got difficulties in finding pictures. However, I can use the picture in textbook. Like what u just saw, I used big paper so I did not have to write down the vocabulary in the board.)

- R : *Ibu kalau mengajar sering pakai bahasa Inggris bu?* (Do you usually use English in teaching?)
- ET : *Ya kaya tadi mbak. Cuma dikit. Anak-anaknya belum ngerti. Mbak Murni mau mulai kapan penelitiannya?* (Just like what you saw, a little. The kids would not understand. When will you start the research?)
- R : *Secepatnya, Bu. Besok saya sms ke ibu. Matur nuwun nggeh, Bu.* (As soon as possible. I will text you later. Thank you.)
- ET : *Kula sing matur nuwun mbak, wong diewangi.* (I am the one who should thank to, you are going to help me teaching.)

October 5, 2013

INTERVIEW 5

- R : *Masih ingat nggak dek, tadi di kelas ngapain aja?* (Do you still remember what we did in the class?)
- S10 : *Mendengarkan cerita.* (Listened to the story.)
- R : *Judulnya apa?* (What is the title?)
- S10 : *Ulat.* (Caterpillar.)
- R : *Hehe...Yakin judulnya Cuma ulat??* (Are you sure it is the title?)
- S10 : *Ah, lupa Miss. Opo to, Riz?* (I forget it. What is it, Riz?)
- S14 : *Caterpillar Miss. Hungry Caterpillar.*
- R : *Huum, The Very Hungry Caterpillar. Trus abis dengerin cerita kalian ngapain?* (What are you doing after listening to the story?)
- S10 : *Nempel- nempel Miss.* (Stuck pictures)
- R : *Nempel apa?* (What did you stick?)
- S10 : *Yo gambar to Miss.* (Pictures.)
- R : *Nempelnya berdasarkan apa?* (How did you stick?)
- S10 : *Diurutkan Miss. Tentang kupu- kupu.* (We had to stick it in order. It's about caterpillar.)
- R : *Susah tidak?* (Is it difficult?)
- S10 : *Nggak.* (No.)
- R : *Jadi senang nggak dengan aktivitasnya?* (So, do you like the activity?)
- S10 : *Iya, Miss. Seneng.* (Yes.)

INTERVIEW 6

- R : *Rieke, Intan, trus yang satunya ini siapa?* (Rieke, Intan, and what is your name?)
- S6 : Hannifah, Miss. (I am Hanifah.)
- R : *Halo Hanifah...Miss Murni mau tanya-tanya sebentar. Tadi menurut kalian pelajarannya gimana?* (Halo Hanifah, I want to ask you some question. What do you think about the lesson?)
- S6 : *Asik Miss. Miss Murni besok ngajar lagi?* (It's fun. Will you teach us tomorrow?)
- R : *Iya, besok ngajar lagi. Tadi bias memahami cerita Miss Murni nggak?* (Yes, I will. Could you understand the story?)
- S6 : *Bisa kok* (I could)
- R : *Kalo kalian?* (How about you?)
- S28 : *Iya bias, Miss* (Yes, we could)
- S11 : *Bisa* (I could)
- R : *Tadi yang dipelajari dari cerita tadi apa?* (What do you learn from the story?)
- S6 : *Tentang kupu- kupu.* (About caterpillar.)
- R : *Belajar tentang apa lagi?* (What else?)
- S28 : *Nama buah Miss.* (Name of fruit, Miss.)
- R : *Iyaa. Apa aja tadi buahnya?* (What fruits?)
- S28 : *Banyak, Miss.* (Many fruits.)
- R : *Haha, coba sebutkan.* (Can you mention the names?)
- S11 : Pear, apple, strawberries, pluum, eh
- R : Plum (Correcting the pronunciation.)
- S11 : Plum, hot dog, lollipop, *banyak*, Miss.

INTERVIEW 7

- R : *Ibnu, tadi kok gojek wae. Asik nggak kegiatan tadi?* (Ibnu, you played around during the lesson. What do you think about the lesson?)
- S9 : *Asik Miss. Besok nempel- nempel lagi Miss?* (It's fun. Will we stick pictures again tomorrow?)
- R : *Besok banyak kegiatan yang sama asiknya.* (There are many fun activities for tomorrow.)

INTERVIEW 8

- R : *Marsita tadi kenapa kok nggak mau gabung sama temen- temennya?* (Marsita, Why didn't you join your friend in group activities?)
- S26 : ...
- S2 : *Ra bisa ngomong kok kui, Bu.* (She cannot speak, Ma'am.)
- R : *Jangan gitu sama temennya. Kenapa tadi, Sit?* (Don't mistreat your friend. What's the matter, Sit?)
- S26 : *Nggak papa.* (Nothing.)

INTERVIEW 9

- R : *Dek, tadi masih pake Indonesia ya.* (Did you still use Indonesian in the activity?)
- S18 : *Nggak bisa e, Bu.* (I couldn't use English.)
- R : *Masak, kan tadi udah diajari.* (We have learnt it before.)
- S18 : *A mengko salah.* (I am afraid of making mistake.)
- R : *Salah nggak apa- apa. Kalau nggak dicoba nggak tau salahnya.* (Making mistake was okay. If you didn't try, you would never know your mistakes.)
- S18 : *Ya, Miss.* (Okay.)
- R : *Besok pakai Bahasa Inggris ya, dicoba ya!* (Use English next time. Try it.)
- S18 : *Iya.* (Okay.)

October 6, 2013

INTERVIEW 10

- R : *Gimana pelajaran tadi?* (What do you think about the lesson?)
- S7,S14: *Asik Miss.* (It's fun.)
- R : *Kalian sudah tanya ke semua temanmu belum?* (Have you asked all of your friends?)
- S7 : *Kurang 12, Miss.* (12 remaining, Miss.)
- R : *Kalau kamu?* (How about you?)
- S14 : *Baru 11 Miss.* (It's only 12, Miss.)
- R : *Kalian ingat nggak, tadi ekspresi yang digunakan apa?* (Do you still remember what the expression learnt?)
- S7 : *Do you like bla bla bla*
- R : *Miss Murni punya gambar ini, coba tanya ke Miss Murni.* (I have this picture, try to ask it to me.)
- S7 : *Do you like peer?*

- R : Yes, I do. *Kalo kamu, Salma, Salma bukan? Tadi pas disuruh praktek menggunakan ekspresi, kamu bisa tidak?* (How about you, Salma, are you Salma? When I asked you to use the expression, could you do it?)
- S12 : *Bisa.* (Yes.)
- R : Do you like ice cream?
- S12 : ...
- R : *Dijawab apa?* (What is your answer?)
- S12 : *Nggak bisa* (I can't.)
- S14 : *Dia tadi diajak praktek juga nggak mau, Miss. Yaudah aku tadi praktek sama Intan.* (She did not want to practice with me. I finally practiced it with Intan.)
- R : Hayo, Salma. *Kan salah nggak papa.. Kalo Eva tadi suka nggak dengan aktivitas dikelas?* (Salma, it's okay to make mistake.)
How about you Eva? Do you like the activities?
- S14 : *Suka Miss.* (I like it)
- R : *Hari ini kamu dapat bintang ya..* (You got a star today, didn't you?)
- S14 : *Iya Miss, dapet.* (I did.)
- R : *Tadi kok dapat bintang kenapa?* (Why?)
- S14 : *Pas Miss Murni tanya artinya porridge, aku tau Miss.* (I remembered what porridge was.)
- R : *Kalau yang menyanyi gimana, dek? Suka nggak kalau diajari pakai lagu?* (How about singing a song? Do you like it when I used it in teaching?)
- S14 : *Suka dong, Miss. Jadi mudah inget.* (I like it. I could remember the expression easier.)
- R : Ms. Umi *sering ajari lagu juga yah?* (Does Ms Umi use song in teaching?)
- S14 : *Nggak, Miss. Eh dulu pernah sekali yang hewan- hewan itu. Tapi sekarang nggak pernah.* (No. She used only once, on teaching about animals. But now she rarely used it.
- R : *Hewan- hewan yang gimana?* (Which song is it?)
- S14 : *Kucing cat, ular snake, kupu- kupu butterfly, ah lupa Miss terusane.*
- R : Snake. (Correcting pronunciation.)
- S14 : Snake.

October 13, 2013

INTERVIEW 11

- R : Intan, Hanifah...Miss Murni *mau tanya-tanya lagi*. (I want to ask some questions)
- S11 : *Apa* Miss? (What do you want to ask?)
- R : *Tadi gimana kegiatannya?* (How was the activity today?)
- S11 : *Ya asyik*, Miss (It's fun.)
- R : *Asyiknya gimana?* (Why?)
- S11 : *Karna nggak ngerjain LKS*. (Because we don't have to do the tasks in LKS)
- R : *Kalau menurutmu*, Han? (How about you?)
- S6 : *Iya asyik*, Miss. (It's interesting.)
- R : *Kenapa?* (Why?)
- S6 : *Soalnya kita bisa ngomong bahasa Inggris*. (Because we can speak English.)
- R : *Oya, Miss Murni kan sering pakai Bahasa Inggris dikelas. Kalian paham nggak?* (Miss Murni often used English in the class. Did you understand what I talked about?)
- S6 : *Paham kok*, Miss. (I did.)
- R : *Intan paham nggak?* (How about you, Intan?)
- S11 : *Kalau yang sering diucapkan miss murni itu paham miss. Cuma kadang-kadang lupa*. (For those which were repeated for so many times I could understand, but sometimes I forgot it.)
- R : *Yang sering diucapkan itu yang mana? Hehe* (Which ones that were repeated often?)
- S11 : *Itu hlo, Miss, kaya good morning, how are you*.(for example good morning, how are you.)

INTERVIEW 12

- R : *Tadi capek nggak?* (Are you tired?)
- S1 : *Ho'o Bu, eh* Miss. *Keringetan. Tapi asyik*. (Yes, I was sweating. But it's fun.)
- R : *Tadi jadi leader berapa kali?* (How many times did you become the leader?)
- S1 : *Pindo* Miss. *Tadi Arsyah urik kok. Ndisik ak le nyekel kertase*. (It's been twice. Arsyah cheated. I touched the paper first.)
- R : *Hehe..Nah ini* Miss Murni *punya gambar ini. Tadi kalo mau minta sesuatu bilangnyanya apa?* (Look, I have this picture. If you want to ask it, what do you say?)
- S1 : Can you give me some lollipops?

- R : Sure.
- R : *Kalian suka nggak kalo miss murni pakai bahasa inggris dikelas?* (Do you like it if I use English in the class?)
- S1 : *Suka miss. tapi kadang- kadang nggak dong.* (I like it, but sometimes I did not understand.)
- R : *Hlo, kan miss Murni sering nranslate ke Indonesia.* (I've translated it into Indonesian.)
- S1 : *Ya kalo di Indonesiain paham, Miss. Kalo nggak ya gag paham.* (If you translate it, we understand, If not, we don't.
- R : *Kalau kamu?* (How about you?)
- S2 : *Sama, Miss.* (So do I)
- R : *Kalian suka nggak kalo Miss Murni bawa gambar?* (Do you like it when I bring pictures?)
- S1 : *Suka, Miss.* (Yes, I do.)
- S2 : *Itu nggambar sendiri ya, Miss?* (Did you draw it by yourself?)
- R : *Hehe, ada yang nggambar sendiri ada yang nggak. Sukanya kenapa?* (Some of them I drew by myself. Why do you like it?)
- S1 : *Ya suka, Miss.* (I just like it.)
- R : *Mbantu kalian ingat- ingat kata nggak?* (Did it help you to remember the new vocabulary?)
- S1 S2 : *Iya, Miss.* (Yes.)
- S3 : *Aku isoh Miss nggambar sek es krim mau.* (I can draw ice cream.)
- R : *Es Krim?* What is it called in English?
- S3 : Ice Cream

INTERVIEW 13

- R : *Gambarnya kelihatan nggak dari belakang?* (Could you see the pictures from the back?)
- S24 : *Keliatan kok, Miss.* (Yes, we could)
- R : *Kamu, yang tadi duduk dipojok kanan kan, kelihatan jelas?* (Did you sit in the right corner? Could you see the picture clearly?)
- S24 : *ngg, iya.* (Yes.)
- R : *Gally sudah dapat bintang berapa?* (Gally, How many stars did you get?)
- S24 : *Baru satu Miss.* (Only one.)
- R : *Suka nggak dapat bintang?* (Do you like to get star?)
- S24 : *Suka Miss. Besok kasih lagi ya Miss.* (Of course. Would you give me star again tomorrow?)
- S8 : *Miss Miss, aku udah dapat tiga.* (I got three)
- R : Excellent

INTERVIEW 14

- R : *Maaf nggeh bu, tadi kelasnya agak rame.* (I am sorry, Ma'am, the class was a bit noisy.)
- ET : *Nggak papa, Miss. tadi malah bagus kok, anak- anak bisa.* (It's okay, Miss. It's good, the kids could talk.)
- R : *Menurut ibu bagaimana kegiatan tadi?* (What do you think about the activity?)
- ET : *Iya, Bagus. Tadi anak- anaknya senang. Tapi harus kreatif ya cari gamenya.* (It's good. The kids were happy. We have to be creative to find the game.)
- R : *Saya ada buku kumpulan game, ibu, nanti biar saya copykan.* (I have a book of game for teaching. I will copy it for you later.)
- ET : *Oh, nggeh.* (Okay.)
- R : *Kalo kegiatan yang kemarin bagaimana, Bu? Yang Survey Game.* (How about the activities in the previous meeting? It's survey game.)
- ET : *Kalau yang itu dulu saya pernah pakai cara itu pas ngajar di SMP.* (I used it when I taught Junior High School.)
- R : *Ibu sudah pernah menerapkan itu disini?* (Have you applied it here?)
- ET : *Belum.* (Not yet.)
- R : *Kenapa belum, Bu?* (Why?)
- ET : *Kalau di SD saya lebih sering ke translationnya. Mungkin besok saya pakai ini juga, biar variasi.* (In Elementary school I focused the learning on the translation. But tomorrow I may use it for variation.)
- R : *Terus menurut Ibu bagaimana? Maksud saya sikap anak- anak terhadap kegiatan tadi.* (So what do you think? I mean what do you think about the students' response to the activity?)
- ET : *Bagus, Mbak. Anak- anak aktif. Besok saya coba.* (It's good. The students were active.)
Tapi tadi masih belum termonitor dengan baik ya, Mbak. Yang dibelakang tadi ada beberapa yang masih menggunakan Bahasa Indonesia. (But it han't been monitored well. Some students in the back used Indonesian.)
- R : *Iya, Bu.* (I see)
- ET : *Itu tadi sudah baik, tapi kayanya lebih baik lagi kalau ada cara gimana biar anak- anak nggak curang.* (It has been so good, but it will be better if we find a way to make all of the students use English.)
- R : *Nggeh, Bu.* (Okay.)
Bu, kalau pas hari pertama kemarin saya pakai kerja kelompok. Tapi ada satu anak yang tidak mau bergabung sama teman-temannya. (In the first

day, I used group work activities. But there was a student who refused to join her friend.)

ET : Salma atau Ridan?

R : *Bukan Bu, Marsita.* (No, she is Marsita.)

ET : *Oh Marsita. Iya dia memang tidak suka berbicara. Tapi dia bisa kalau diberi tugas.* (She did not like to speak. But she usually can do the tasks well.)

R : *Iya, Bu. Kemarin saya beri tugas mandiri dan dia bisa mengerjakan. Trus kalau tadi si Salma dan Ridan yang agak kesulitan bu dalam menggunakan language functionnya. Mereka nggak mau praktek.* (You are right. I finally gave her individual task and she could do it well. Salma and Ridan got some difficulties in practicing the language functions. They did not want to practice it.)

ET : *Mungkin malu, Miss. Mereka berdua ini belum bias baca. Mungkin lain kali dicarikan partner yang lebih aktif agar bias membantu. Oya, Pemberian bintang ke anak- anak sepertinya sangat efektif ya Miss. Ada persaingan dikelas jadi anak- anak semangat,* (They might feel embarrassed. They both could not read. It's better to find them better partners. About giving the students stars as rewards, I think it is so effective. The competition among the students could increase the students' motivation.

R : *Iya bu. Anak- anak sangat tertarik.* (I do agree with you. The students were really interested.)

ET : *Wah itu bagus sekali. Besok kula tak ngangge juga, Miss.* (It is so good. I will use it later.)

R : *Kalo tentang gambarnya bagaimana, Bu?* (How about the picture, Ma'am?)

ET : *Gambar yang tadi dipake diawal tadi ya?* (The pictures that you used in the presentation?)

R : *Iya.* (Yes.)

ET : *Kalo masih muda lincah ya cari gambar. Saya sudah tua e.* (Young teacher is more creative to find pictures. I am too old.)

R : *Hehe. Ukurannya kurang besar tidak, Bu?* (Is it big enough?)

ET : *Itu tadi sudah kelihatan. Tapi kalo bias lebih besar kayanya lebih bagus ya.* (It's quite big. But if bigger is possible, I think it will be better.)

INTERVIEW 15

R : Rieke, Intan, *Miss Murni boleh tanya- tanya lagi?* (May I ask you some questions?

- S28 : *Boleh.* (Yes.)
- R : *Tadi kegiatannya ngapain aja, dek?* (What did you do in the English class today?)
- S28 : *Tadi tanya-tanya tentang pekerjaan, Miss.* (I asked my friends about their job.)
- R : *Tanyanya gimana?* (How did you ask?)
- S28 : What are you?
- R : *Coba Intan?* (Try it, Intan.)
- S11 : What are you?
- R : Good. *Tadi asyik nggak?* (Good. Is the activities fun?)
- S28 : *Asyik, Miss.* (Yes, it is.)
- R : *Sulit nggak tanya- tanyanya?* (Was it difficult?)
- S28 : *Nggak, Miss. Kan sudah diajari.* (No, you have taught us.)
- R : *Oya, Kalau diawal pelajaran kan Miss Murni suka tanya- tanya. Kalian takut njawab nggak?* (In the beginning of the lesson, I usually asked some question. Did you afraid to answer the question?)
- S28 : *Nggak takut, Miss, Cuma malu. Nanti kalau salah diketawain.* (I was not. I was just embarrassed. I worried that I'd be laughed for making mistakes.)
- R : *Hloo, kan nggak diketawain. Tadi masih malu juga?* (But no one would do so. Were you embarrassed in this meeting too?)
- S28 : *Udah enggak.* (I wasn't.)
- R : *Kalau kamu, Ntan?* (How about you?)
- S11 : *Sama, Miss.* (So was I.)

INTERVIEW 16

- R : *Kegiatan yang saya pilih tadi bagaimana bu?* (How was the activity?)
- ET : *Itu yang information gap ya? Mirip sama Survey Game ya, miss?* (Is it information gap activity? It looked similar as survey game.)
- R : *Enggeh, Bu. Hampir mirip.* (Yes, almost the same.)
- ET : *Ya, bagus.* (Yes, it's good.)

INTERVIEW 17

- R : Hallo, kids. *Gimana tadi pelajarannya?* (Hallo, Kids. How was the lesson?)
- S1 : *Hehe, yo ngono kae, Miss.*
- R : *Eh, ngana gimana. Tadi belajar apa, Ga?* (Like what?)
- S1 : *Nganu Miss, Angka- angka.* (About number.)
- R : *Iya, apalagi?* (What else?)
- S14 : *Nyanyi, Miss.* (Singing a song)

- R : *Iya, nyanyi. Apalagi? Apa Nu?* (Then what else? What else, Nu?)
- S9 : *Sek pensil, buku mau hlo Miss.* (Pencil, bppk, ..)
- R : *Pencil? Book? What else? Apalagi?* (What else?)
- S1 : *Ruler, eraser.*
- R : *Trus kalau tanya jumlah tadi tanyanya gimana?* (So how to ask about number?)
- S9 : *Oh, ak reti, Miss. How many. (I know. How many.)*
- R : *How many apa?* (How many, what?)
- S9 : *Yo arep takon apa kok.* (What do you want to know?)
- R : *Misalnya pensil.* (For example pencils)
- S9 : *How many pencils do you have?*
- R : *Great. Tadi aktifitasnya asyik nggak?* (How was the activity?)
- S9 : *Asyik, Miss. Sek kaya mbiyen kae to, Miss. Ah tapi waktune kurang. Aku lagi takon cah 12 kok, Miss.* (It's fun. Like what we did last time. But the time was not enough, I just asked 12 students.)
- R : *Kamu tadi gojek wae sih pas dijelaske, jadi lama.* (You made some noise when I explained. It wasted the time.)
- S9 : *Panji kok, Bu, ngganggu terus.* (Panji disturbed me.)
- R : *Dapat bintang nggak?* (Did you get stars?)
- S9 : *Egag.* (No,)
- R : *Kamu?* (How about you?)
- S1 : *Egag, Miss. Aku lagi takon cah 11 kok.* (No, I didn't. I just asked 11 students.)
- R : *Yaudah nggak papa. Kemarin dapat bintang kan?* (It's okay. You got it yesterday, right?)
- S1 : *Iya.* (Yes.)
- R : *Seneng dapat bintang?* (Were you happy to get the stars?)
- S1 : *Seneng banget.* (I was.)

INTERVIEW 18

- R : *Rieke, tadi kegiatannya gimana?* (How was the activity?)
- S28 : *Asyik, Miss. Tapi takut e, tadi saya meh nabrak.* (It's interesting. But I was a bit afraid hitting the table.)
- R : *Kan dibelakangnya ada Eva.* (Eva was on your back.)
- S28 : *Eva tu malah ngguyu terus, Bu. Aku nggak dibantu.* (She were laughing around. She didn't help me.)
- R : *Hehe, tapi asyik kan ya.* (But you enjoyed it, didn't you?)
- S28 : *Iya* (Yes)
- R : *Jadi termotivasi ngomong Bahasa Inggris nggak?* (Did it motivate you to speak English?)

S28 : *Iyolah, Miss. Wong disuruh pake bahasa Inggris.* (Of course, You asked us to use English)

R : *Bisa, Ke?* (Could you?)

S28 : *Miss Murni ki ngece, bisa to tadi.* (Of course I could.)

INTERVIEW 19

R : *Sakit nggak, Nu? Tadi jatuh berapa kali?* (Did you get hurt, Nu? How many times did you hit the table?)

S1 : *Ah rapopo, Miss. Mung kaya ngono we.* (I am okay.)

R : *Hehe, gimana pelajaran tadi?* (How was the activity?)

S1 : *Asyik Miss, sesuk ngegame neh wae ya, Miss.* (It's fun. Will we play a game tomorrow?)

R : *Psst, kalo nggak bisa bahasa Krama jawab pake bahasa Indonesia aja.* (Speak politely.)

S1 : *Iyo iyo, Miss. Besok ngegame lagi?* (Okay. So let's play game tomorrow.)

R : Okay.

INTERVIEW 20

R : *Sekarang kalo Miss Murni pakai bahasa Inggris sudah mulai paham ya?* (I saw that you understood well when I spoke English.)

S4 : *Ya kadang- kadang paham kadang enggak Miss.* (Yes, sometimes we did)

R : *Seneng nggak kalo Miss Murni pake Inggris?* (Do you like it when I used English?)

S4 : *Ya seneng to Miss, jadi bisa ngomong bahasa Inggris kok.* (Of course, I could speak English then.)

R : *Kalo kamu?* (How about you?)

S4 : *Iya seneng* (I was happy)

R : *Kamu tadi ijin ke kamar mandi bilang apa?* (What did you say when you went to the bathroom?)

S4 : *Ah opo Miss.* (I don't know.)

R : *Hloo, kamu tadi udah bener kok, bilang apa tadi?* (You could do it before. What did you say?)

S4 : May I wash my hand?

INTERVIEW 21

- R : *Ibu, hari ini saya interview sebentar ya. Ini sudah pertemuan terakhir.* (Ma'am, I want to interview you since today was the last meeting of cycle II.)
- ET : *Iya, Miss. Pripun? (Okay.)*
- R : *Dari kegiatannya tadi, Bu. Saya tadi pakai survey game lagi. Menurut ibu bagaimana?* (From today activity, I used survey game again. What do you think?)
- ET : *Yang tadi sudah baik, Miss. Anak- anak udah terbiasa kayanya, jadi tadi udah nggak ada yang curang pake Bahasa Indonesia.* (It's good. The students seemed to get use to speak English so none of them cheated using Indonesian.)
- R : *Iya, Bu. Tadi saya bilang bintangnya mau saya ambil kalau ketahuan pake Bahasa Indonesia.* (I said to them that I would take back the stars if they did so.)
- ET : *Nggak papa, Miss, memang kadang mereka perlu diancam-ancam gitu.* (It's okay. Sometimes we had to give a kind of threat.)
- R : *Kalau yang kemarin bagaimana, Bu?* (And what do you think about activity in the previous meeting?)
- ET : *Sebentar, Miss, tak eling- eling. Oh itu ya kemarin itu yang direction game ya?* (Wait a moment. Was it direction game?)
- R : *Enggeh, Bu. Gimana ya itu, Bu. Saya merasa agak kacau kemarin.* (Yes. I think the game did not run well.)
- ET : *Anak- anak menikmati kok, Miss. Kacaunya gimana?* (The students looked enjoying the game. Why do you think so?)
- R : *Nggak tau bu, saya merasa tidak maksimal saja. Pas satu kelompok maju yang lain ada yang rame.* (I don't know. I just thought it was not maximally done. When one group did the game, the other group were a bit noisy.)
- ET : *Ya wajar. Tapi anak- anak bisa kok. Mereka menikmati mainnya. Cukup bagus, Miss.* (It's okay. The students could do it well. They enjoyed the game. It's quite good.)
- R : *Kalau involvement siswanya bagaimana, Bu? Ada improvement apa tidak?* (How about the involvement of the students? Was there any improvement?)
- ET : *Nek menurut kula ya jelas ada, Miss. Dari gamenya itu sendiri kan anak- anak senang. Mereka jadi semangat.* (I thought it was big improvement. The students loved to play game, they became motivated to learn and to involve.)

- R : *Kalo* classroom English-nya *bagaimana*, Bu? (How about the classroom English?)
- ET : Ya, sudah bagus ya. Anak- anak tadi bias njawab. Bagus itu. (It's quite good. The students could respond well. Good.)
- R : *Anak- anak mulai terbiasa* ya, Bu. (The students seemed to get familiar on it, didn't they?)
- ET : *Iya, itu..terbiasa..bagus*, Miss. (Yes. They could respond because they were familiar.)

AN OBSERVATION SHEET OF THE TEACHER'S ACTIVITIES

Date/ Time :

Subject :

Observer :

No.	Aspek yang Diamati	Ya	Tidak	Deskripsi
1	A. Opening Activity a. Memberi salam kepada siswa b. Menanyakan keadaan siswa c. Mengecek kehadiran siswa d. Menarik perhatian siswa e. Memotivasi Siswa			
2	B. Main Activity 1) Penyampaian/Penguasaan materi a. Kejelasan suara b. Kejelasan materi ajar/ materi yang disampaikan c. Kejelasan menjelaskan d. Kejelasan dalam memberi contoh e. Menguasai materi ajar 2) Penggunaan media a. Menggunakan media sesuai dengan materi ajar b. Kejelasan media yang digunakan c. Menarik perhatian siswa d. Memotivasi siswa e. Membantu kelancaran proses pembelajaran 3) Penggunaan Teknik Tanya Jawab a. Keefektifan kegiatan tanya jawab b. Siswa merespon perintah dan pertanyaan guru 4) Kegiatan di kelas a. Menarik perhatian siswa b. Memotivasi siswa c. Siswa mengikuti aktifitas dengan aktif d. Siswa saling berinteraksi e. Siswa bekerjasama f. Memberikan kesempatan siswa untuk menggunakan bahasa Inggris secara aktif			
3	C. Closing Activity a. Menyimpulkan kembali materi yang diajarkan b. Memberi kesempatan siswa untuk bertanya atau memberikan feedback c. Memberi salam			

AN OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES

Date/ Time :

Subject :

Observer :

No.	Aspek yang Diamati	Deskripsi
1	Kesiapan siswa dalam mengikuti pelajaran	
2	Response siswa terhadap greetings	
3	Response siswa terhadap pertanyaan guru	
4	Perhatian siswa terhadap penjelasan guru	
5	Response siswa terhadap perintah guru	
6	Keikutsertaan siswa selama proses pembelajaran	
7	Keaktifan siswa dalam bertanya/ menjawab pertanyaan, melakukan perintah guru, dan mengemukakan pendapat	
8	Keaktifan siswa dan keikutsertaan siswa dalam aktifitas	
9	Ketertarikan siswa pada materi ajar dan kegiatan pembelajaran	
10	Sikap siswa terhadap teman kelompok (saat group work activity)	

INTERVIEW GUIDELINES

Before Implementation

Teacher:

1. Apakah motivasi siswa untuk belajar Bahasa Inggris besar?
2. Apakah siswa berpartisipasi aktif dalam kegiatan di kelas?
3. Apakah masalah yang ibu temui ketika mengajar Bahasa Inggris di kelas III?
4. Bagaimana cara ibu menangani masalah tersebut?
5. Apakah ibu menggunakan media untuk mendukung aktifitas mengajar?
6. Apakah ibu mengevaluasi peningkatan kemampuan siswa dalam Bahasa Inggris?
7. Buku apa yang ibu gunakan sebagai sumber belajar?
8. Pernahkah ibu mengembangkan materi sendiri?

Students:

1. Apakah kamu suka Bahasa Inggris?
2. Apakah kamu menyukai aktifitas yang diberikan guru dikelas?
3. Aktifitas apa yang paling kamu sukai dikelas?
4. Apakah ada kesulitan yang kamu temui saat belajar Bahasa Inggris?
5. Apakah kamu menanyakan kesulitan itu pada guru?
6. Apakah guru sering menggunakan media seperti gambar ke kelas? apakah kamu menyukai gambar tersebut?
7. Bagaimana materi yang diberikan oleh guru, apakah terlalu sulit?

INTERVIEW GUIDELINES

After implementation

Teacher and collaborator:

1. Apakah kegiatan yang sudah diaplikasikan berjalan dengan baik?
2. Apakah kegiatan tersebut bisa mengatasi masalah yang ada?
3. Bagaimanakah keterlibatan siswa dalam kegiatan pembelajaran?
4. Apakah keterlibatan siswa meningkat?
5. Apakah media yang digunakan menarik?
6. Apakah ada yang perlu diperbaiki atau ditambahkan?

Students:

1. Bagaimana kegiatan yang sudah dilakukan? Apakah menyenangkan?
Kenapa?
2. Apakah ada kesulitan selama pembelajaran tadi? Jika ada, kesulitan apa itu? mengapa?
3. Apakah adik menanyakan kesulitan itu terhadap guru?
4. Kalau tidak, kenapa adik tidak menanyakan kesulitan tersebut?
5. Apa yang adik rasakan ketika guru memberikan pertanyaan kepada kamu?
6. Apakah adik menjawab pertanyaan yang diberikan oleh guru?
7. Kegiatan apa yang dilakukan selama pembelajaran Bahasa Inggris?
Apakah adik menyukai kegiatan tersebut?
8. Kegiatan pembelajaran bahasa Inggris seperti apa yang adik harapkan?

Improving Students' Involvement in English Class by Using Interaction-Based Activities in the Third Grade of SD Negeri Sleman 4, in the Academic Year of 2013/ 2014

Cycle I

Mee ting	Basic Competence	Indicators	Material	Media	Teaching- Learning Activities	Interaction-Based Activities	Time Alloc ation	Evaluation																																										
1	Listening Memahami cerita lisan secara berterima dengan bantuan gambar	<ul style="list-style-type: none">• The students are able to identify the names of food and beverage in the story• The students are able to identify the characters in the story• The students are able to identify the information in the story	Topic: Food and beverage Story: “The Very Hungry Caterpillar” Vocabularies: pears ice cream plums oranges strawberries muffin apple lollipop pizza	Pictures	Presentation <input checked="" type="checkbox"/> The teacher shows the pictures of food and beverage <input checked="" type="checkbox"/> The teacher asks some questions related to the pictures <input checked="" type="checkbox"/> The students answer teacher’s questions Practice <input checked="" type="checkbox"/> The teacher tells a story about “The Very Hungry Caterpillar” <input checked="" type="checkbox"/> The students listen to the story	Interaction between teacher and the whole class <input checked="" type="checkbox"/> The teacher asks the students about the pictures and story <input checked="" type="checkbox"/> The students answer the questions orally. Interaction between students in pair <input checked="" type="checkbox"/> The students work in pair and stick the picture based on	70 min	Description: The students have to write down the food that the caterpillar ate on the table Instrument: Complete the table below based on the story. <table><tr><td>M on da y</td><td>Tu es da y</td><td>Wed nesd ay</td><td>Th urs day</td><td>Fr id ay</td><td>Sat ur da y</td><td>Su nd ay</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	M on da y	Tu es da y	Wed nesd ay	Th urs day	Fr id ay	Sat ur da y	Su nd ay																																			
M on da y	Tu es da y	Wed nesd ay	Th urs day	Fr id ay	Sat ur da y	Su nd ay																																												

Meeting	Basic Competence	Indicators	Material	Media	Teaching- Learning Activities	Interaction-Based Activities	Time Allocation	Evaluation
			cake chocolate		<input checked="" type="checkbox"/> The student works in pair and stick pictures of food and baverage based on the table of days Production <input checked="" type="checkbox"/> The students work in group <input checked="" type="checkbox"/> The teacher asks the students to stick the pictures based on the sequences of the story	days Interaction among students <input checked="" type="checkbox"/> The students work in group and stick the pictures based on the sequences of the story together		
2	Speaking Bercakap-cakap untuk meminta/memberi informasi secara berterima	<ul style="list-style-type: none"> • The students are able to identify names of food and beverage • The students are able to pronounce names of food and beverage correctly 	Topics: Food and beverage Example of the expressions: A: Do you like apple?	Pictures	Presentation <input checked="" type="checkbox"/> The teacher uses pictures to review the previous topic about food and beverage <input checked="" type="checkbox"/> The teacher	Interaction between teacher and the whole class <input checked="" type="checkbox"/> The teacher asks the students about food and	70 min	Description: Each student has to ask foods and beverages the other students like and dislike Instrument: Ask your friends about

Mee ting	Basic Competence	Indicators	Material	Media	Teaching- Learning Activities	Interaction-Based Activities	Time Alloc ation	Evaluation																				
	yang melibatkan tindak tutur: menyatakan suka / tidak suka	<ul style="list-style-type: none">•The students are able to identify expressions used to express like and dislike•The students are able to express like and dislike	<p>B : Yes, I do. I like apple.</p> <p>A: Do you like apple? B : No, I don't. I don't like apple.</p> <p>Language functions:</p> <p>1. Expression of liking I like</p> <p>2. Expression of disliking I don't like...</p> <p>Vocabularies:</p> <p>pears ice cream oranges strawberries apple lollipop cake</p>		<p>shows some other pictures and asks some questions related to the pictures</p> <p>☑ The teacher introduces the use of expression showing like and dislike</p> <p>Practice</p> <p>☑ The teacher and the students sing “Do you like” song</p> <p>☑ The teacher asks the whole class about foods and beverages they like and dislike</p> <p>☑ The students work in pairs and ask his/ her partner about</p>	<p>beverage the students like and dislike</p> <p>☑ The students answer the questions orally.</p> <p>Interaction between students in pairs</p> <p>☑ Students ask their partner about food and beverage they like and dislike</p> <p>☑ The students respond to the question given by their partner</p> <p>Interaction among the students</p> <p>☑ The students do survey game.</p>		<p>food they like and dislike and complete the table below.</p> <table><tr><td>Na me</td><td>Foo d I like</td><td>Foo d I disl ike</td><td>Bev era ge I like</td><td>Bev era ge disl ike</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	Na me	Foo d I like	Foo d I disl ike	Bev era ge I like	Bev era ge disl ike															
Na me	Foo d I like	Foo d I disl ike	Bev era ge I like	Bev era ge disl ike																								

Meeting	Basic Competence	Indicators	Material	Media	Teaching- Learning Activities	Interaction-Based Activities	Time Allocation	Evaluation
			chocolate porridge coffee cookies banana		food and baverage they like and dislike <input checked="" type="checkbox"/> The students work in pairs and respond to question about food and baverage they like and dislike Production <input checked="" type="checkbox"/> The students play survey game. They have to ask the whole class whether they like foods and beverages on the table provided or not.			

3	<p>Speaking</p> <p>Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta barang, dan memberi barang</p>	<ul style="list-style-type: none"> •The students are able to identify names of food and beverage •The students are able to pronounce names of food and beverage correctly •The students are able to use expression of asking and giving things 	<p>Topics: Food and baverage</p> <p>Language Function: A: Can you give me some ... B: Sure.</p> <p>Vocabularies pears ice cream oranges strawberries apple lollipop cake chocolate porridge coffee cookies banana</p>	Pictures	<p>Presentation</p> <ul style="list-style-type: none"> ☑ The teacher uses pictures to review the previous topic about food and baverage ☑ The teacher asks some question related to the pictures ☑ The teacher introduce expression of asking and giving things <p>Practice</p> <ul style="list-style-type: none"> ☑ The teacher gives a picture for each student ☑ The students work in pair and practice asking thing from their partner 	<p>Interaction between teacher and the whole class</p> <ul style="list-style-type: none"> ☑ The teacher asks the students about food and baverage <p>Interaction between students in pairs</p> <ul style="list-style-type: none"> ☑ The students work in pair and practice using expression of asking and giving things <p>Interaction among the students</p> <ul style="list-style-type: none"> ☑ The students interact with each other in shopping game 	70 min	<p>Description: Each students has to do role play based on the situation card given</p> <p>Instrument: Act out the situation below with your partner</p> <ol style="list-style-type: none"> 1. You ask some lollipop to your mother. 2. You ask some oranges to your brother
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					<input checked="" type="checkbox"/> The students work in pair and practice giving thing to their partner Production <input checked="" type="checkbox"/> The teacher tells the rule of shopping game <input checked="" type="checkbox"/> The students play Shopping game.			
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Cycle II

Meeting	Basic Competence	Indicators	Material	Media	Teaching-Learning Activities	Interaction-Based Activities	Time Allocation	Evaluation
4	Speaking Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi aba-aba dan memberi petunjuk	<ul style="list-style-type: none"> • The students are able to mention some public places around them • The students are able to pronounce names of public places around them correctly • The students are able to identify the meaning of signs • The students are able to give direction 	Topics: Public Places Language functions: <input checked="" type="checkbox"/> Turn left... <input checked="" type="checkbox"/> Turn right... <input checked="" type="checkbox"/> Stop... <input checked="" type="checkbox"/> Go ahead... Vocabularies: bank hospital library mosque school hotel post office police station	Pictures Map	Presentation <input checked="" type="checkbox"/> The teacher shows pictures of public places <input checked="" type="checkbox"/> The teacher asks some questions related to public places <input checked="" type="checkbox"/> The teacher shows pictures of signs <input checked="" type="checkbox"/> The teacher introduces the use of imperative form to give direction such as go ahead, stop, turn right, turn left Practice <input checked="" type="checkbox"/> The teacher asks the students to work in pairs <input checked="" type="checkbox"/> The teacher gives map for	Interaction between teacher and the whole class <input checked="" type="checkbox"/> The teacher asks some questions to the students related to the pictures. <input checked="" type="checkbox"/> The teacher asks the students to show the way to go to certain public places based on the map <input checked="" type="checkbox"/> The students answer teacher's question Interaction between	70 min	Description: The students have to show the way to go to some public places based on the map Instrument: Look at the map. I am in the hospital now. Can you show me the way to go to the post office, please?

Meeting	Basic Competence	Indicators	Material	Media	Teaching-Learning Activities	Interaction-Based Activities	Time Allocation	Evaluation
					<p>each pair and asks them to find a place on the map based on the teacher's direction</p> <p><input checked="" type="checkbox"/> The teacher shows a bigger map and asks the students to show the way to go to certain public places</p> <p>Production</p> <p><input checked="" type="checkbox"/> The students are divided into groups and play direction game. The teacher places the pictures of public places and signs around the class and puts some</p>	<p>students in pair</p> <p><input checked="" type="checkbox"/> Students work together with his/ her partner to find a public places while listening to the teacher's direction</p> <p>Interaction within a group</p> <p><input checked="" type="checkbox"/> The students work together in group and play direction game.</p>		

Meeting	Basic Competence	Indicators	Material	Media	Teaching-Learning Activities	Interaction-Based Activities	Time Allocation	Evaluation
					tables and chairs as obstruction. <input checked="" type="checkbox"/> One of the members should be the leader and gives instruction to the other member to reach certain public places.			
5	Speaking Bercakap-cakap untuk meminta/memberi informasi secara berterima	<ul style="list-style-type: none"> The students are able to identify the name of professions of people around them The students are able to pronounce name of professions correctly The students are able to ask and give information related to professions 	Topic: Profession Example of the conversation: A: What are you? B :I am a postman A: Where do you work? B: I work at post office. Language function:	Pictures Flash card	Presentation <input checked="" type="checkbox"/> The teacher reviews the previous topics about public places <input checked="" type="checkbox"/> The teacher shows pictures related to professions <input checked="" type="checkbox"/> The teacher asks some question related to the pictures <input checked="" type="checkbox"/> The teacher introduces	Interaction between teacher and the whole class <input checked="" type="checkbox"/> The teacher asks some questions related to the pictures <input checked="" type="checkbox"/> The students answer the teacher's questions Interaction between students in pairs <input checked="" type="checkbox"/> The students	70 min	Description: Each student gets a flash card about their new identity. They have to ask and give information about their friends 'profession and fill the table given. Instrument: Ask your friends' profession and complete the table below:

Mee ting	Basic Competence	Indicators	Material	Media	Teaching- Learning Activities	Interaction-Based Activities	Time Alloc ation	Evaluation																
			<div><input checked="" type="checkbox"/> What are you?</div> <div><input checked="" type="checkbox"/> Where do you work?</div> <div>Vocabularies teacher, dentist, policeman, postman, doctor, nurse, farmer, barber</div>		<div>expression to ask and give information related to profession</div> <div>Practice:<div><input checked="" type="checkbox"/> The students work in pair</div><div><input checked="" type="checkbox"/> The teacher gives each pair worksheet I and asks them to stick the pictures of profession on the place where they work in</div></div> <div>Production:<div><input checked="" type="checkbox"/> The teacher tells the rules of information gap activities.</div><div><input checked="" type="checkbox"/> The students play information gap activities.</div></div>	<div>stick the pictures based on the workplace</div> <div>Interaction among the students<div><input checked="" type="checkbox"/> The students use expresssion learnt on the information gap activities</div></div>		<table><tr><td>No</td><td>Na me</td><td>Profess ion</td><td>Work place</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	No	Na me	Profess ion	Work place												
No	Na me	Profess ion	Work place																					

Meeting	Basic Competence	Indicators	Material	Media	Teaching-Learning Activities	Interaction-Based Activities	Time Allocation	Evaluation
					Each student gets a flashcard which shows a name and a job. They have to find information about new name and job of their friends.			
6	Speaking Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: menanyakan jumlah	<ul style="list-style-type: none"> The students are able to mention number 1 -10 with correct pronunciation The students are able to identify the name of things in the classroom The students are able to pronounce the name of things in the classroom correctly The students are 	Topic: Things in the classroom Language function: A: How many ... do you have? B: I have Vocabulary Book, sharpener, pen, desk, ruler, drawing book, broom,	Pictures Flash card	Presentation <input checked="" type="checkbox"/> The teacher introduces numbers 1-10 to students <input checked="" type="checkbox"/> The teacher and the students sing “Little Indians” song <input checked="" type="checkbox"/> The teacher shows pictures related to things in the classroom <input checked="" type="checkbox"/> The teacher asks	Interaction between teacher to the whole class <input checked="" type="checkbox"/> The teacher asks some questions related to the pictures <input checked="" type="checkbox"/> The students answer the teacher’s questions Interaction between students in pairs <input checked="" type="checkbox"/> The students	70 min	Description: Each student gets flashcard about things in the classroom with different number. The students have to ask the number of things in the flashcard that the students get. Instrument: Ask your friend about the number of picture in their cards. Fill the table below.

Meeting	Basic Competence	Indicators	Material	Media	Teaching-Learning Activities	Interaction-Based Activities	Time Allocation	Evaluation
		able to ask the number of things	blackboard, table, bag, pencil case		<p>some question related to the pictures</p> <ul style="list-style-type: none"> ☑ The teacher introduce expression of asking the number of things <p>Practice</p> <ul style="list-style-type: none"> ☑ The teacher asks the whole class the number of things in the pictures ☑ The teacher asks the students to work in pairs ☑ The students match pictures with the words 	<p>work in pairs in matching picture with words</p> <p>Interaction among the students</p> <ul style="list-style-type: none"> ☑ The students interact with other students in survey game 		

Meeting	Basic Competence	Indicators	Material	Media	Teaching-Learning Activities	Interaction-Based Activities	Time Allocation	Evaluation
					Production <input checked="" type="checkbox"/> The teacher give table in worksheet I to the students <input checked="" type="checkbox"/> The teacher tells the rule of survey game <input checked="" type="checkbox"/> The teacher asks the student to use the expression learn on survey game			

LESSON PLAN

School	: SD N SLEMAN 4
Class	: 4 (four)
Semester	: 1 (one)
Subject	: English
Topic	: Food and Beverage
Skill	: Listening
Allocated time	: 2 x 35 minutes (1 meeting)

A. STANDARD OF COMPETENCY

Mendengarkan

Memahami instruksi dan informasi sangat sederhana baik secara tindakan maupun bahasa

B. BASIC COMPETENCE

Memahami cerita lisan secara berterima dengan bantuan gambar

C. GOALS













In the end of the lesson, the students are able to identify the information on the story

D. INDICATORS

1. The students are able to identify the names of food and beverage in the story
2. The students are able to identify the characters in the story
3. The students are able to identify the information in the story

E. MATERIALS

Food and Beverage

apple 	pears 	plums 	strawberries 
oranges 	ice cream 	hot dog 	chocolate 
lollipop 	cake 	pizza 	muffin 

Story: “The very Hungry Caterpillar” (The script is attached)

F. CHARACTERS

Cooperation, creativity, critical thinking

G. METHOD

PPP

H. ACTIVITIES

1. Opening (5 minutes)

- a. Greeting and calling the roll.
- b. The students prepare themselves for the lesson.

2. Inti (60 minutes)

	Teacher	Students
Presentation	<input checked="" type="checkbox"/> The teacher shows some pictures of food and beverage. <input checked="" type="checkbox"/> The teacher asks some question related to the pictures. <input checked="" type="checkbox"/> The teacher informs the students that she is going to tell a story about “The very Hungry Caterpillar”. <input checked="" type="checkbox"/> The teacher tells a story about “The Very Hungry Caterpillar”.	<input checked="" type="checkbox"/> The students take a look on the pictures. <input checked="" type="checkbox"/> The students answer teacher’s questions. <input checked="" type="checkbox"/> The students listen to the story.
Practice	<input checked="" type="checkbox"/> The teacher asks the students to work in pair <input checked="" type="checkbox"/> The teacher distributes the worksheet. <input checked="" type="checkbox"/> The teacher asks the students to stick the pictures of food and beverage on the table of days while listening to the story.	<input checked="" type="checkbox"/> The students work in pair <input checked="" type="checkbox"/> The students stick pictures while listening to the story
Production	<input checked="" type="checkbox"/> The teacher divides the students into 6 groups <input checked="" type="checkbox"/> The teacher gives some pictures for each group	<input checked="" type="checkbox"/> The students work in group <input checked="" type="checkbox"/> The students stick the pictures based on the sequences of the story

	<input checked="" type="checkbox"/> The teacher asks the students to stick the pictures based on the sequences of the story	
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3. Closing (5 minutes)

- a. The students and the teacher make a conclusion about the lesson.
- b. The students and the teacher make a simple reflection to the learning activities which have been done
- c. The teacher tells the students about the topic for next meeting




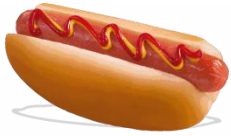








I. RESOURCES

1. DIMENSI Bahasa Inggris, semester 1
2. Relevant pictures

J. ASSESSMENT

No.	Indicator	Technique	Instrument form	Instrument
1.	The students are able to identify names of food and beverage	Written test	Match pictures	Match these following pictures with the words.
2.	The students are able to identify information on the story	Listening test	Listen and complete	Complete the table below based on the story.

I. Match these following pictures with the words.

<p>1</p> 	<p>a) pears b) ice cream c) plums d) oranges e) strawberries f) muffin g) apple h) lollipop i) pizza j) cake k) hot dog l) chocolate</p>	<p>7</p> 
<p>2</p> 		<p>8</p> 
<p>3</p> 		<p>9</p> 
<p>4</p> 		<p>10</p> 
<p>5</p> 		<p>11</p> 
<p>6</p> 		<p>12</p> 

II. Complete the table below based on the story.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Assessment column

No	Description	Predikat	Skor
I	Correct answer	Great	100
	No answer		0
II	Correct answer	Great	100
	No answer		0

The Headmaster of SD Negeri Sleman 4

Yogyakarta, October 2013
The Researcher,

Drs. Mulat
NIP. 19610815 198012 1 002

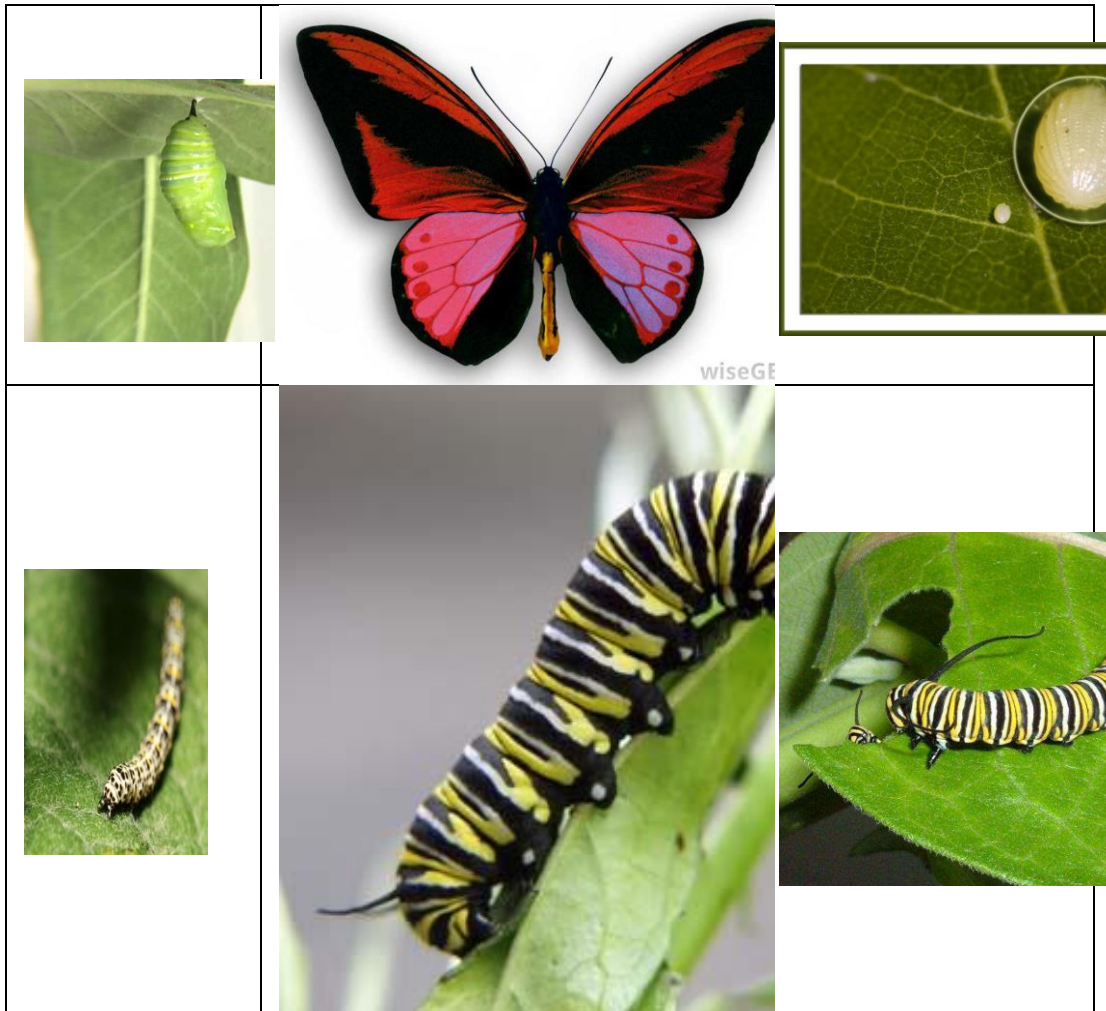
Murni Widodo

ATTACHMENT**TASK I****Stick the pictures based on the day The Caterpillar ate.**

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

TASK II

Stick the pictures based on the sequences of the story



The Script of the Story

THE VERY HUNGRY CATERPILLAR

by Eric Carle

In the light of the moon, a little egg lay on a leaf.

One Sunday morning the warm sun come up and out of the egg come a tin

and very hungry caterpillar.

He started to look for some food.

On Monday he ate through one apple, but he was still hungry.

On Tuesday he ate through two pears, but he was still hungry.

On Wednesday he ate through three plums, but he was still hungry.

On Thursday he ate through four strawberries, but he was still hungry.

On Friday he ate through five oranges, but he was still hungry.

On Saturday he ate through:

A cake

An ice cream

A hot dog

A lollipop

Chocolate

Pizza

A muffin

That night he had a stomach ache.

The next day was Sunday again. The caterpillar ate through a nice green leaf.

And after that day he felt a bit better.

Now he wasn't hungry any more

And he wasn't a little caterpillar anymore; he was a big - fat - caterpillar.

He built a small house, called cocoon, around himself.

He stayed inside for more than two weeks.

Then he nibbled a hole in the cocoon, then he pushed his way out and ...

He was a beautiful butterfly.

LESSON PLAN

School	: SD N SLEMAN 4
Class	: 4 (four)
Semester	: 1 (one)
Subject	: English
Topic	: Food and Beverage
Skill	: Speaking
Allocated time	: 2 x 35 minutes (1 meeting)

B. STANDARD OF COMPETENCY

Berbicara

Mengungkapkan instruksi dan informasi sangat sederhana

B. BASIC COMPETENCE

Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: menyatakan suka / tidak suka

C. GOALS







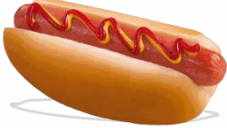





In the end of the lesson, the students are able to express like and dislike

D. INDICATORS

1. The students are able to identify names of food and beverage
2. The students are able to pronounce names of food and beverage correctly
3. The students are able to identify expressions used to express like and dislike
4. The students are able to express like and dislike

E. MATERIALS

Food and Beverage

apple 	pears 	plums 	strawberries 
oranges 	ice cream 	hot dog 	chocolate 
lollipop 	cake 	pizza 	muffin 

Example of conversation:

A: Do you like apple?

B : Yes, I do.

A: Do you like apple?

B : No, I don't.

- Expressing like:
I like apple
- Expressing dislike:
I don't like apple

F. CHARACTERS

Cooperation, creativity, critical thinking

G. METHOD

PPP

H. ACTIVITIES

4. **Opening (5 minutes)**
 - a. Greeting and calling the roll.
 - b. The students prepare themselves for the lesson.

5. Inti (60 minutes)

	Teacher	Students
Presentation	<ul style="list-style-type: none"> ☑ The teacher reviews previous topic about food and beverage ☑ The teacher shows more pictures of food and beverage ☑ The teacher asks some questions related to the pictures ☑ The teacher introduces the use of expression showing like and dislike 	<ul style="list-style-type: none"> ☑ The students mentions what has been learnt in the previous meeting ☑ The students take a look on the pictures ☑ The students answer teacher's questions related to pictures ☑ The students listen to the teacher and identify the use of expression like and dislike
Practice	<ul style="list-style-type: none"> ☑ The teacher and the students sing "Do you like" song ☑ The teacher asks the whole class about foods and beverages they like and dislike ☑ The teacher asks the 	<ul style="list-style-type: none"> ☑ The teacher and the students sing "Do you like" song ☑ The students answer the teacher question ☑ The students work in pairs and ask his/ her partner about food and

	students to asks food and beverage that their partner like and dislike	beverage they like and dislike
<i>Production</i>	<input checked="" type="checkbox"/> The teacher tells the rule of the interview activity. Each student will get a worksheet and they have to ask all her friends in the class whether they like or dislike food and beverage on the table. <input checked="" type="checkbox"/> The teacher asks the student to play survey game	<input checked="" type="checkbox"/> The students listen to the rule of the interview activity <input checked="" type="checkbox"/> The students ask their friend using expression they have already learnt to complete the table on the worksheet

6. Closing (5 minutes)

- The students and the teacher make a conclusion about the lesson.
- The students and the teacher make a simple reflection to the learning activities which have been done
- The teacher tells the students about the topic for next meeting

I. RESOURCES

- DIMENSI Bahasa Inggris, semester 1
- Relevant pictures
- The Primary English Teacher's Guide

J. ASSESSMENT

No.	Indicator	Technique	Instrument form	Instrument
3.	The students are able to express like and dislike	Oral-test	Performance	Ask your friends about food they like and dislike and

				complete the table below.
--	--	--	--	----------------------------------

Instrument:

Ask your friends about food they like and dislike and complete the table below.

Name	Food I like	Food I dislike	Beverage I like	Beverage dislike

Speaking assessment column

No.	Name	Predicate/Score			
		Great (86-100)	Good (71-85)	Sufficient (56-70)	
1.					
2.					

The Headmaster of SD Negeri Sleman 4

Yogyakarta, October 2013
The Researcher,

Drs. Mulat
NIP. 19610815 198012 1 002

Murni Widodo

LESSON PLAN

School	: SD N SLEMAN 4
Class	: 4 (four)
Semester	: 1 (one)
Subject	: English
Topic	: Food and Beverage
Skill	: Speaking
Allocated time	: 2 x 35 minutes (1 meeting)

A. STANDARD OF COMPETENCY

Berbicara

Mengungkapkan instruksi dan informasi sangat sederhana

B. BASIC COMPETENCE

Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta barang, dan memberi barang

C. GOALS







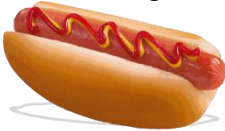





In the end of the lesson, the students are able to express asking and giving things

D. INDICATORS

1. The students are able to identify names of food and beverage
2. The students are able to pronounce names of food and beverage correctly
3. The students are able to use expression of asking and giving things

E. MATERIALS

Food and Beverage

apple 	pears 	plums 	strawberries 
oranges 	ice cream 	hot dog 	chocolate 
lollipop 	cake 	pizza 	muffin 

Example of conversation:

A: Can you give me some ...

B: Sure.

F. CHARACTERS

Cooperation, creativity, critical thinking

G. METHOD

PPP

H. ACTIVITIES

1. Opening (5 minutes)

- a. Greeting and calling the roll.
- b. Praying
- c. The students prepare themselves for the lesson.

2. Inti (60 minutes)

	Teacher	Students
Presentation	<input checked="" type="checkbox"/> The teacher uses pictures to review the previous topic about food and baverage <input checked="" type="checkbox"/> The teacher asks some question related to the pictures <input checked="" type="checkbox"/> The teacher introduce expression of asking and giving things	<input checked="" type="checkbox"/> The students mentions what has been learnt in the previous meeting <input checked="" type="checkbox"/> The students take a look on the pictures <input checked="" type="checkbox"/> The students answer teacher's questions related to pictures <input checked="" type="checkbox"/> The students listen to the teacher and identify the use of expression asking and giving things
Practice	Practice <input checked="" type="checkbox"/> The teacher give picture to each student <input checked="" type="checkbox"/> The students work in pair and practice asking thing from their partner <input checked="" type="checkbox"/> The students work in pair and practice giving thing to their partner	<input checked="" type="checkbox"/> The students work in pairs and practice asking thing from their partner <input checked="" type="checkbox"/> The students work in pairs and practice giving thing to their partner
Production	<input checked="" type="checkbox"/> The teacher tells the rule of shopping game <input checked="" type="checkbox"/> The students play Shopping game. Going shopping song: <i>I am going shopping, tomorrow morning</i> <i>I am going shopping</i>	<input checked="" type="checkbox"/> The students listen to the rule of the game <input checked="" type="checkbox"/> The students use the expression of asking and giving things on the game

	<i>with my bag</i> <i>Tomorrow morning I am</i> <i>going shopping</i> <i>I am going shopping</i> <i>with my bag</i>	
--	---	--

3. Closing (5 minutes)

- The students and the teacher make a conclusion about the lesson.
- The students and the teacher make a simple reflection to the learning activities which have been done
- The teacher tells the students about the topic for next meeting

I. RESOURCES

- DIMENSI Bahasa Inggris, semester 1
- Relevant pictures
- The Primary English Teacher's Guide

J. ASSESSMENT

No.	Indicator	Technique	Instrument form	Instrument
1.	The students are able to express asking and giving things	Oral-test	Role play	Act out the situation below with your partner

Instrument:

Act out the situation below with your partner

Nindia asks some lollipop to her mother.

Bima asks some cookies to his sister

Speaking assessment column

No.	Name	Predicate/Score			
		Great (86-100)	Good (71-85)	Sufficient (56-70)	Insufficient (≤ 55)
1.					
2.					

The Headmaster of SD Negeri Sleman 4

Yogyakarta, October 2013
The Researcher,

Drs. Mulat
NIP. 19610815 198012 1 002

Murni Widodo

LESSON PLAN

School	: SD N SLEMAN 4
Class	: 4 (four)
Semester	: 1 (one)
Subject	: English
Topic	: Public Places
Skill	: Speaking
Allocated time	: 2 x 35 minutes (1 meeting)

B. STANDARD OF COMPETENCY

Berbicara

Mengungkapkan instruksi dan informasi sangat sederhana

B. BASIC COMPETENCE

Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi aba-aba dan memberi petunjuk

C. GOALS

In the end of the lesson, the students are able to give direction

D. INDICATORS

1. The students are able to mention some public places around them
2. The students are able to pronounce the names of public places around them correctly
3. The students are able to identify the language function to give direction
4. The students are able to give direction

E. MATERIALS**Public Places**

post office



police station



school



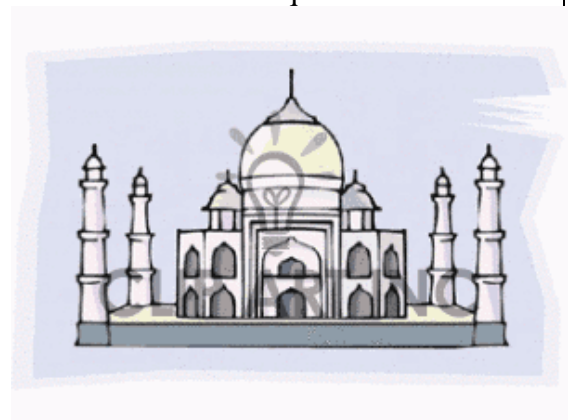
hotel

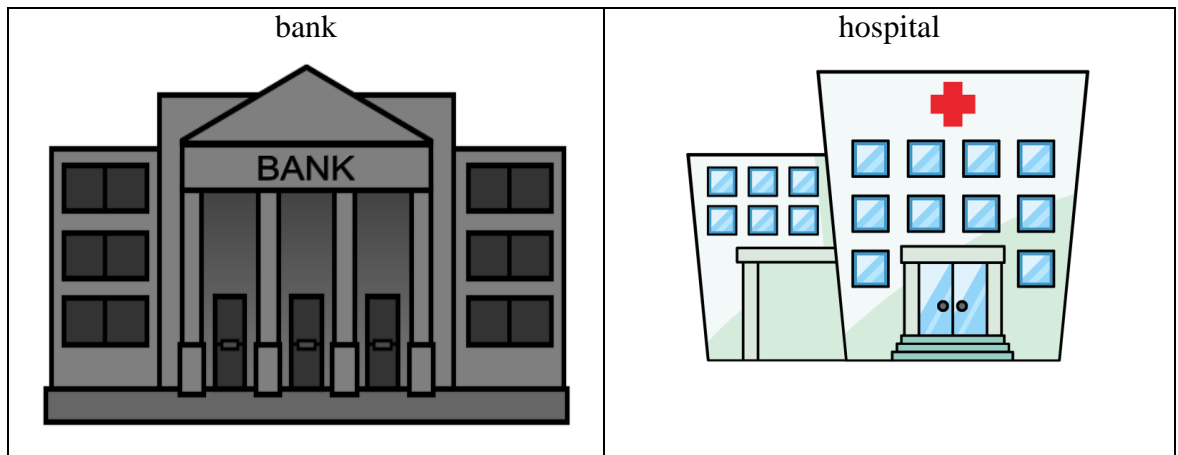


library

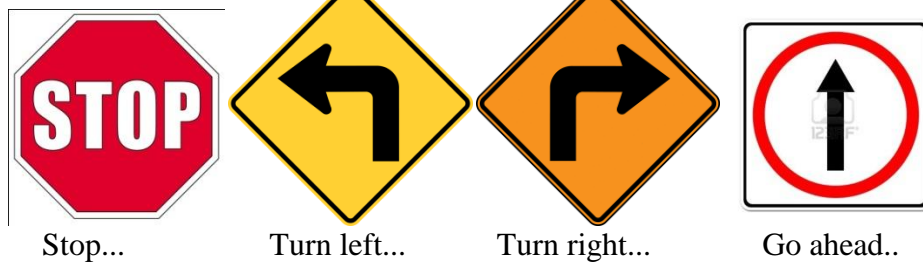


mosque





Signs



F. CHARACTERS

Cooperation, creativity, critical thinking

G. METHOD

PPP

H. ACTIVITIES

4. **Opening (5 minutes)**
 - a. Greeting and calling the roll.
 - b. The students prepare themselves for the lesson.

5. Inti (60 minutes)

<i>Presentation</i>	Teacher	Students
	<input checked="" type="checkbox"/> The teacher shows	<input checked="" type="checkbox"/> The students identify

	<p>pictures of public places</p> <ul style="list-style-type: none"> ☑ The teacher asks some questions related to public places ☑ The teacher shows pictures of signs ☑ The teacher introduces the use of imperative form to give direction such as go ahead, stop, turn right, turn left 	<p>the name of the public places</p> <ul style="list-style-type: none"> ☑ The students answer teacher's questions about pictures ☑ The students listen to the teacher
<i>Practice</i>	<p>Practice</p> <ul style="list-style-type: none"> ☑ The students work in pair and find a place on the map while listening to the teacher's direction ☑ The teacher draws a map in the whiteboard and asks the students to show the way to go to certain public places ☑ The students give direction to reach some places in the map 	<ul style="list-style-type: none"> ☑ Students work in pair ☑ The students find a place on the map based on the teacher's direction ☑ The students give direction to the teacher to reach certain public places
<i>Production</i>	<ul style="list-style-type: none"> ☑ The teacher divide the students into 6 groups ☑ The teacher tells the rule of direction game ☑ The teacher places the pictures of public places and signs around the class and put some tables and chairs as obstruction. ☑ One of the members 	<ul style="list-style-type: none"> ☑ The students work in a group ☑ The students listen to the rule of the game ☑ The students help the teacher to put the chair and table as obstruction ☑ One member of the group should give direction while other members of the

	should be the leader and gives instruction to the other member to reach certain public places.	group follow the direction to reach certain public places
--	--	---

6. Closing (5 minutes)

- The students and the teacher make a conclusion about the lesson.
- The students and the teacher make a simple reflection to the learning activities which have been done
- The teacher tells the students about the topic for next meeting

I. RESOURCES

- DIMENSI Bahasa Inggris, semester 1
- Relevant pictures

J. ASSESSMENT

No.	Indicator	Technique	Instrument form	Instrument
2.	The students are able to give direction	Oral-test	Performance	Look at the map. I am in the hospital now. Can you show me the way to go to the post office, please?

Speaking assessment column

No	Name	Predicate/Score			Insufficient (≤55)
		Great (86-100)	Good (71-85)	Sufficient (56-70)	
1.					
2.					

The Headmaster of SD Negeri Sleman 4

Yogyakarta, October 2013
The researcher

Drs. Mulat
NIP. 19610815 198012 1 002

Murni Widodo

MAP

LESSON PLAN

School	: SD N SLEMAN 4
Class	: 4 (four)
Semester	: 1 (one)
Subject	: English
Topic	: Profession
Skill	: Speaking
Allocated time	: 2 x 35 minutes (1 meeting)

C. STANDARD OF COMPETENCY

Berbicara

Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekitar peserta didik

B. BASIC COMPETENCE

Bercakap-cakap untuk meminta/memberi informasi secara berterima









C. GOALS

In the end of the lesson, the students are able to ask and give information

D. INDICATORS

1. The students are able to identify the name of professions of people around them
2. The students are able to pronounce name of professions correctly
3. The students are able to ask and give information related to professions

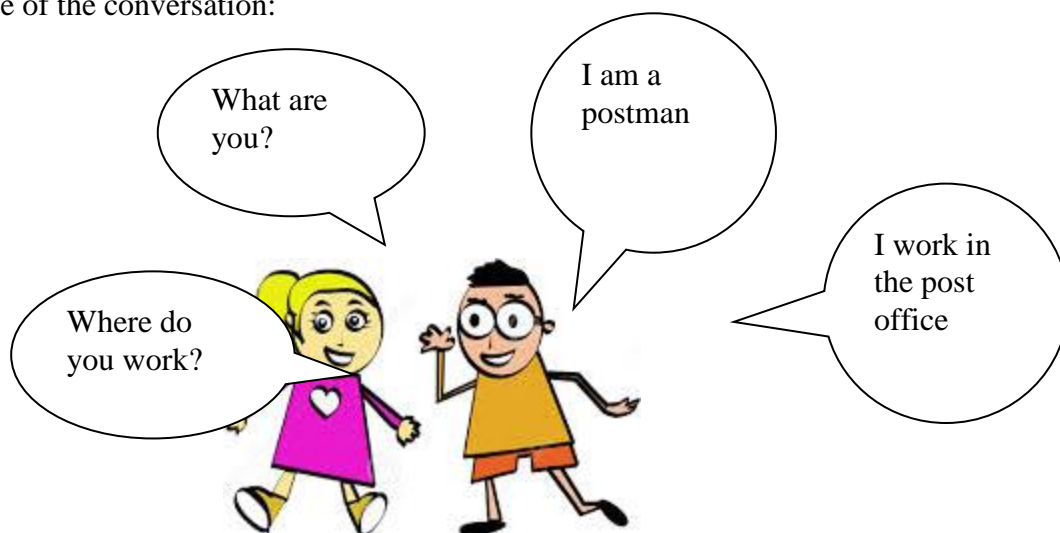
E. MATERIALS

barber 	dentist 	nurse 
doctor 	policeman 	teacher 
farmer 	postman 	

Language function:

- ☒ What are you?
- ☒ Where do you work?

Example of the conversation:



F. CHARACTERS

Cooperation, creativity, critical thinking

G. METHOD

PPP

H. ACTIVITIES

7. Opening (5 minutes)

- Greeting, praying and calling the roll.
- The students prepare themselves for the lesson.

8. Inti (60 minutes)

	Teacher	Students
<i>Presentation</i>	<input checked="" type="checkbox"/> The teacher reviews previous topic about public places	<input checked="" type="checkbox"/> The students answer teacher's question related to the previous topic about public places
	<input checked="" type="checkbox"/> The teacher shows pictures related to	<input checked="" type="checkbox"/> The students answer the

	professions <input checked="" type="checkbox"/> The teacher asks some question related to the pictures <input checked="" type="checkbox"/> The teacher introduce expression to ask and give information related to profession	questions related to the pictures <input checked="" type="checkbox"/> The students identify the use of expression asking and giving information
<i>Practice</i>	<input checked="" type="checkbox"/> The teacher asks the students to work in pair <input checked="" type="checkbox"/> The teacher gives each pair worksheet I and asks them to stick the pictures of profession on the place where they work in	<input checked="" type="checkbox"/> The students work in pairs <input checked="" type="checkbox"/> The students stick the picture on the place where they work in
<i>Production</i>	<input checked="" type="checkbox"/> The teacher give each student a flashcard which shows a name and a job <input checked="" type="checkbox"/> The teacher give information gap activities to the students <input checked="" type="checkbox"/> The teacher asks the students to find information about new name and job of their friends	<input checked="" type="checkbox"/> The students play information gap activities <input checked="" type="checkbox"/> The students have to find information about new name and job of their friends

9. Closing (5 minutes)

- The students and the teacher make a conclusion about the lesson.
- The students and the teacher make a simple reflection to the learning activities which have been done
- The teacher tells the students about the topic for next meeting

I. RESOURCES





6. DIMENSI Bahasa Inggris, semester 1
7. Relevant pictures

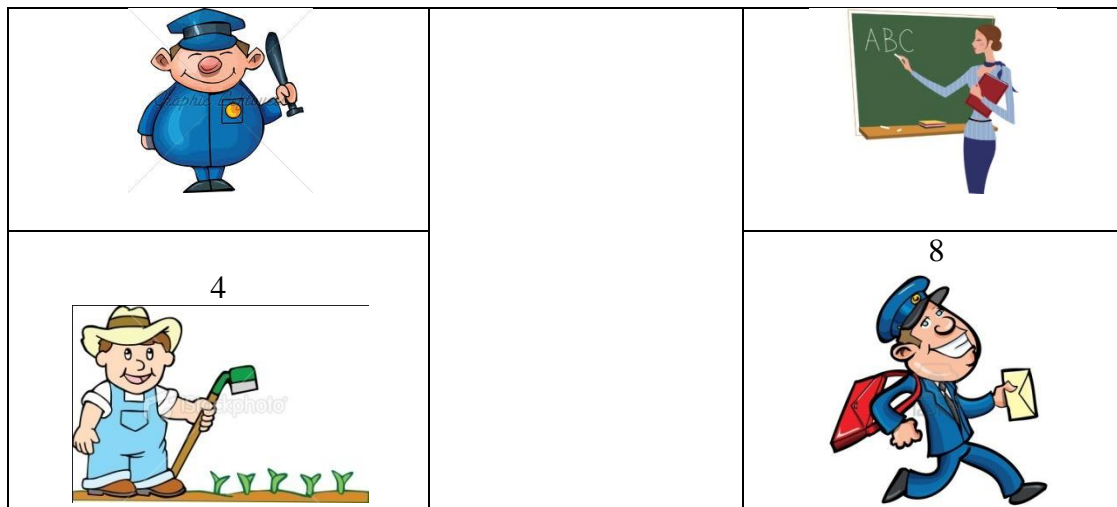
J. ASSESSMENT

No.	Indicator	Technique	Instrument form	Instrument
3.	The students are able to identify names of profession and where they work at	Written test	Match pictures	Match these following pictures with the words.
4.	The students are able to asking and giving information	Spoken-test	Performance	Ask your friends' profession and complete the table below

Instrument

I. Match these following pictures with the words.

1 	a. policeman b. barber c. doctor d. dentist e. nurse f. postman g. farmer h. teacher	5 
2 		6 
3		7



II. Ask your friends' profession and complete the table below

No	Name	Profession	Work place

Assessment column

No	Description	Predika t	Skor
I	Correct answer	Great	100
	No answer		0

Speaking assessment column

No.	Name	Predicate/Score			Insufficient (≤55)
		Great (86-100)	Good (71-85)	Sufficient (56-70)	
1.					
2.					




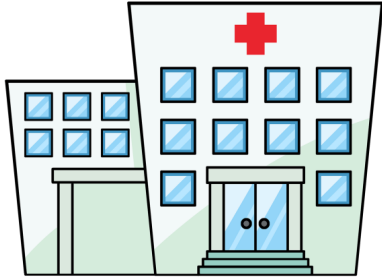
The Headmaster of SD Negeri Sleman 4

Yogyakarta, October 2013
The Researcher

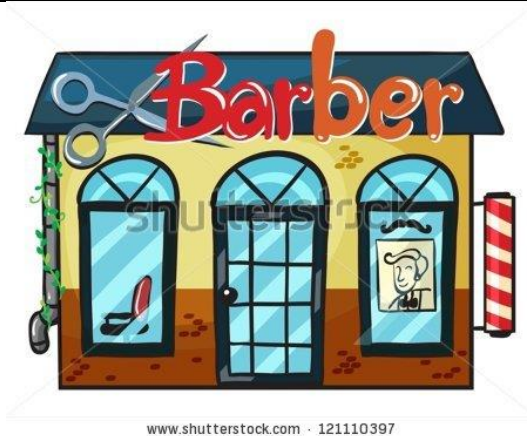
Drs. Mulat
NIP. 19610815 198012 1 002

Murni Widodo

Worksheet I

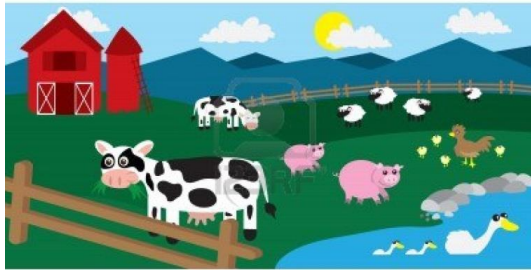
No	Place	Who works here?
1		
2		
3		
4		

5



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6



LESSON PLAN

School	: SD N SLEMAN 4
Class	: 4 (four)
Semester	: 1 (one)
Subject	: English
Topic	: Things in the Classroom
Skill	: Speaking
Allocated time	: 2 x 35 minutes (1 meeting)

D. STANDARD OF COMPETENCY

Berbicara

Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekitar peserta didik

B. BASIC COMPETENCE

Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: menanyakan jumlah




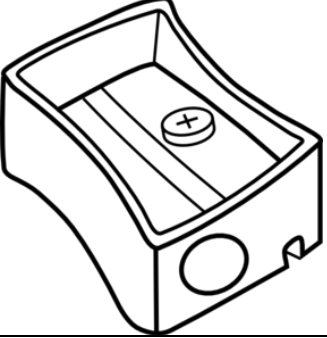

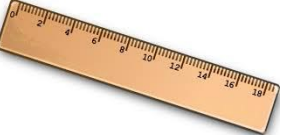
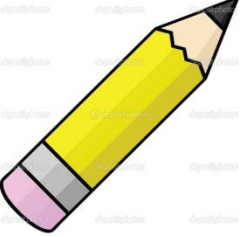



C. GOALS

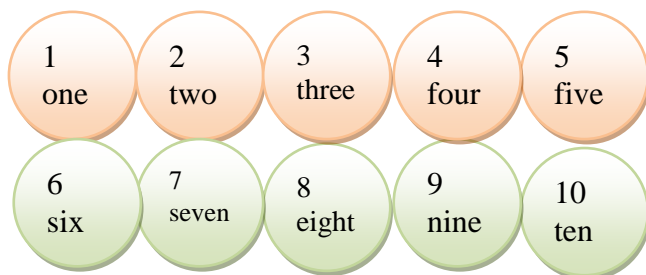
In the end of the lesson, the students are able to ask and give information about number of things

D. INDICATORS

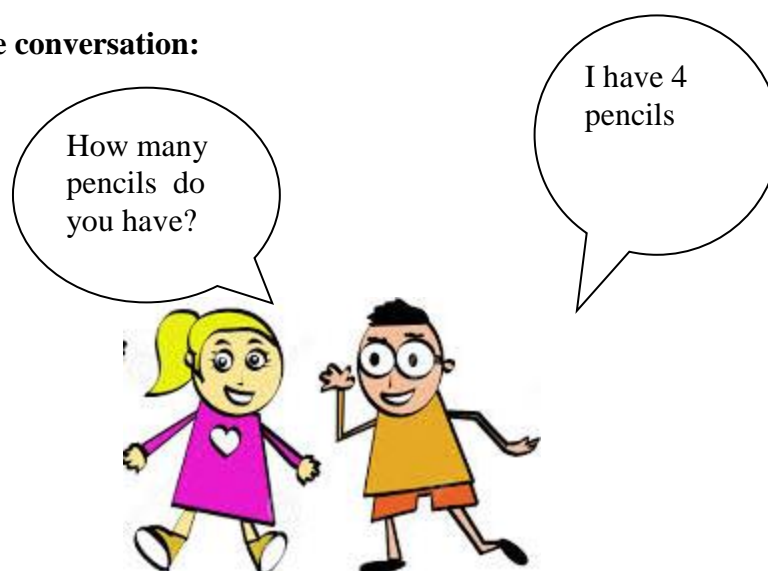
1. The students are able to mention number 1 -10 with correct pronunciation
2. The students are able to identify names of things in the classroom
3. The students are able to pronounce the name of things in the classroom correctly
4. The students are able to ask and give information about numbers

E. MATERIALS

<p>broom</p> 	<p>bag</p> 	<p>clock</p> 
<p>sharpener</p> 	<p>pencil case</p> 	<p>ruler</p> 
<p>pencil</p> 	<p>cupboard</p> 	<p>book</p> 
<p>eraser</p> 		

**Language function:**

How many ... do you have?

Example of the conversation:**F. CHARACTERS**

Cooperation, creativity, critical thinking

G. METHOD

PPP

H. ACTIVITIES

10. Opening (5 minutes)

- a. Greeting, praying and calling the roll.
- b. The students prepare themselves for the lesson.

11. Inti (60 minutes)

	Teacher	Students
Presentation	<ul style="list-style-type: none"> ☑ The teacher ask the students to mentions things in the classroom ☑ introduces numbers 1-10 to students ☑ The teacher and the students sing “Little Indians” song ☑ The teacher shows pictures related to things in the classroom ☑ The teacher asks some question related to the pictures ☑ The teacher introduce expression of asking the number of things 	<ul style="list-style-type: none"> ☑ The students listen to the teacher ☑ The students sing “Little Indians” ☑ The students answer teacher’s question related to pictures ☑ The students identify the use of expression of asking the number of things
Practice	<ul style="list-style-type: none"> ☑ The teacher asks the whole class the number of things in the pictures ☑ The teacher asks the students to work in pairs ☑ The students count the things in the pictures 	<ul style="list-style-type: none"> ☑ The students answer teacher’s question orally ☑ The students work in pairs ☑ The students count the pictures in pair
Production	<ul style="list-style-type: none"> ☑ The teacher give table in worksheet I to the students 	<ul style="list-style-type: none"> ☑ The students do survey game ☑ The students use the expression learnt on the

	<input checked="" type="checkbox"/> The teacher tells the rule of survey game <input checked="" type="checkbox"/> The teacher asks the student to use the expression learn on survey game	game
--	--	------

12. Closing (5 minutes)

- The students and the teacher make a conclusion about the lesson.
- The students and the teacher make a simple reflection to the learning activities which have been done
- The teacher tells the students about the topic for next meeting

I. RESOURCES




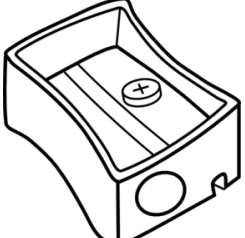
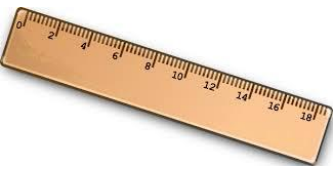
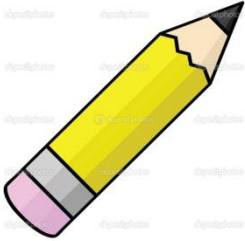




- DIMENSI Bahasa Inggris, semester 1
- Relevant pictures

J. ASSESSMENT

No.	Indicator	Technique	Instrument form	Instrument
5.	The students are able to identify names of things in the classroom	Written test	Match pictures	Match these following pictures with the words.
6.	The students are able to asking and giving information about numbers	Spoken-test	Performance	Ask your friend about the number of picture in their cards. Fill the table below

Instrument

I. Match these following pictures with the words.

<p>1</p> 	<p>a. broom b. sharpener c. pencil d. book e. bag f. pencil case g. cupboard h. ruler i. clock j. eraser</p>	<p>6</p> 
<p>2</p> 		<p>7</p> 
<p>3</p> 		<p>8</p> 
<p>4</p> 		<p>9</p> 
<p>5</p> 		

II. Ask your friend about the number of picture in their cards. Fill the table below

No	Name	Things	Number

Assessment column

No	Description	Predikat	Skor
I	Correct answer	Great	100
	No answer		0

Speaking assessment column

No	Name	Predicate/Score			Insufficient (≤55)
		Great (86-100)	Good (71-85)	Sufficient (56-70)	
1.					
2.					




The Headmaster of SD Negeri Sleman 4

Yogyakarta, October 2013
The Researcher,

Drs. Mulat
NIP. 19610815 198012 1 002

Murni Widodo

PHOTOGRAPHS

	<p>The researcher uses pictures in telling a story.</p>
	<p>The researcher uses gestures in telling the story.</p>
	<p>The students work in pair to stick pictures while listening to the story.</p>

	<p>The students work in group to stick pictures after listening to the story.</p>
	<p>The researcher monitors the students' work.</p>
	<p>The students play survey game.</p>



The students play the direction game.



The students practice the language function with their partner.



The students play the shopping game in the mosque

 A photograph of a classroom where several students are engaged in an information gap activity. They are standing around a wooden table, looking at papers and talking to each other. The room has posters on the wall and windows in the background.	<p>The students play information gap activity.</p>
 A photograph of students in a classroom playing a survey game. They are sitting at desks, looking at papers and talking to each other. The room has windows and posters on the wall.	<p>The students play survey game.</p>
 A drawing of a tree and a leaf, used as media. The drawing is on a piece of paper and shows a brown tree trunk, a green leaf, and a yellow sun in the background.	<p>The picture is used as the media.</p>



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA

SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN IJIN

070 /Reg / VI / 7623 /10 /2013

1018/UN.34.12/DT/X/2013

Membaca Surat : DEKAN FAKULTAS BAHASA DAN SENI UNY

Nomor :

Tanggal : 25 OKTOBER 2013

Perihal : IJIN PENELITIAN

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/opengembangan/pengkajian/studi lapangan kepada :

Nama : MURNI WIDODO

NIP/NIM : 09202241042

Alamat : KARANGMALANG, YOGYAKARTA

Judul : *IMPROVING STUDENTS' INVOLVEMENT BY USING INTERACTION BASED ACTIVITIES IN CLASS III OF SD NEGERI SLEMAN 4 IN THE ACADEMIC YEAR OF 2013/2014*

Lokasi : KAB. SLEMAN

Waktu : 28 OKTOBER 2013 s/d 28 Januari 2014

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website: adbang.jogjaprov.go.id dan menunjukkan n
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website: adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 28 OKTOBER 2013

An. Sekretaris Daerah
Asisten Perekonomian dan Pengembangan
Ub.
Kepala Biro Administrasi Pembangunan



Hendat Susilowati, SH.

NIP. 10580120 198503 2 003

Tembusan:

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
2. Bupati Sleman, Cq. Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olah Raga DIY
4. DEKAN FAKULTAS BAHASA DAN SENI UNY
5. Yang Bersangkutan.



BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511

Telepon (0274) 868800, Faksimilie (0274) 868800

Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 3215 / 2013

TENTANG PENELITIAN

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Daerah Daerah Istimewa Yogyakarta
Nomor : 070/Reg/V/7623/10/2013
Hal : Izin Penelitian
Tanggal : 28 Oktober 2013

MENGIZINKAN :

Kepada :
Nama : MURNI WIDODO
No.Mhs/NIM/NIP/NIK : 09202241042
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Karangmalang, Yogyakarta
Alamat Rumah : Tegal Domban, Margorejo, Tempel, Sleman, Yogyakarta
No. Telp / HP : 08975850736
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**IMPROVING STUDENTS' INVOLVEMENT BY USING INTERACTION
BASED ACTIVITIES IN CLASS III OF SD NEGERI SLEMAN 4 IN THE
ACADEMIC YEAR OF 2013/2014**
Lokasi : SD Negeri Sleman 4, Sleman
Waktu : Selama 3 bulan mulai tanggal: 28 Oktober 2013 s/d 28 Januari 2014

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 29 Oktober 2013

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Plt. Kepala Bidang Pengendalian dan Evaluasi

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Sleman
6. Ka. SD Negeri Sleman 4, Sleman
7. Dekan Fak. Bahasa dan Seni - UNY
8. Yang Bersangkutan



Drs. MUHAMMAD AJI WIBOWO, M.Si

Pembina IV/a

NIP. 19680527 199403 1 004